



**St. Johns County School District**  
**Kindergarten ELA Year-at-a-Glance 2025-2026**



		Quarter 1 (43 days) August 11 <sup>th</sup> – October 10 <sup>th</sup>	Quarter 2 (43 days) October 14 <sup>th</sup> – December 19 <sup>th</sup>	Quarter 3 (46 days) January 5 <sup>th</sup> – March 12 <sup>th</sup>	Quarter 4 (48 days) March 23 <sup>rd</sup> – May 29 <sup>th</sup>
Reading Prose and Poetry	<b>R.1.1</b> Literary Elements	<b>UNIT ONE</b> week 1, character week 2, events week 4, setting	<b>UNIT TWO</b> week 3, characters  <b>UNIT THREE</b> week 1, characters, setting, events <i>[adjust to remove theme]</i> week 4, character, setting, events	<b>UNIT FOUR</b> week 3	<b>UNIT FIVE</b> week 5, characters, setting, and events in a drama
	<b>R.1.3</b> Perspective and Point of View	<b>UNIT ONE</b> week 2 (writing workshop), week 4, week 5			
	<b>R.1.4</b> Poetry	<b>PRE-UNIT ONE &amp; UNIT ONE</b> Big Book of Songs and Poems ABC Rhyme Time	<b>UNIT THREE</b> week 3 <i>[focus on rhyme]</i>		<b>UNIT FIVE</b> week 3 <i>[focus on rhyme]</i>
Reading Informational Text	<b>R.2.1</b> Structure		<b>UNIT TWO</b> week 2, week 4	<b>UNIT FOUR</b> week 4	<b>UNIT FIVE</b> week 1
	<b>R.2.2</b> Central Idea	<b>UNIT ONE</b> week 3, week 5  <b>UNIT TWO</b> week 1		<b>UNIT FOUR</b> week 1, week 2	<b>UNIT FIVE</b> week 1, week 4
	<b>R.2.4</b> Argument		<b>UNIT TWO</b> week 5, week 6	<b>UNIT THREE</b> week 6	<b>UNIT FIVE</b> week 6
Reading Across Genres	<b>R.3.1</b> Interpreting Figurative Language	<b>UNIT ONE</b> week 1, week 4 <i>(bridge lessons)</i>	<b>UNIT TWO</b> week 2, week 4  <b>UNIT THREE</b> week 1, week 2, week 3 <i>(bridge lessons)</i>	<b>UNIT FOUR</b> week 2, week 4 <i>(bridge lessons)</i>	<b>UNIT FIVE</b> week 1 <i>(bridge lessons)</i>
	<b>R.3.2</b> Retelling			<b>UNIT THREE</b> week 5	<b>UNIT FIVE</b> week 2
	<b>R.3.3</b> Comparative Reading		<b>UNIT THREE</b> week 2	<b>UNIT FOUR</b> week 5	<b>UNIT FIVE</b> week 5



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<b>Communicating Through Writing</b>	<b>C.1.1</b> Handwriting <i>in Foundations</i>	<b>UNIT ONE</b> , weeks 1-6 ( <i>lowercase</i> )	<b>UNIT ONE</b> , weeks 7-12 ( <i>lowercase</i> ) <b>UNIT TWO</b> , weeks 1-2 ( <i>uppercase</i> )	<b>UNIT TWO</b> , weeks 3-4 ( <i>uppercase</i> ) <b>UNIT THREE</b>	<b>UNIT FOUR</b> and <b>UNIT FIVE</b>
	<b>C.1.2</b> Narrative		<b>UNIT THREE</b> Writing Workshop ( <i>fiction</i> )	<b>UNIT THREE</b> Writing Workshop ( <i>fiction</i> )  <b>UNIT FOUR</b> Writing Workshop ( <i>personal narrative</i> )	
	<b>C.1.3</b> Argumentative			<b>UNIT THREE &amp; UNIT FIVE</b> week 6 ( <i>project-based inquiry</i> )	<b>BONUS WRITING UNIT</b> Opinion Book
	<b>C.1.4</b> Expository	<b>UNIT TWO</b> Writing Workshop ( <i>list book</i> )	<b>UNIT TWO</b> Writing Workshop ( <i>list book</i> ) week 6 ( <i>project-based inquiry</i> )		<b>UNIT FOUR</b> week 6 ( <i>project-based inquiry</i> )  <b>UNIT FIVE</b> Writing Workshop ( <i>literary nonfiction</i> )
	<b>C.1.5</b> Improving	<b>UNIT ONE &amp; UNIT TWO</b> Writing Workshop	<b>UNIT TWO &amp; UNIT THREE</b> Writing Workshop	<b>UNIT THREE &amp; UNIT FOUR</b> Writing Workshop	<b>UNIT FIVE</b> Writing Workshop
<b>C.2.1</b> Oral Presentation					
<b>C.3.1</b> Conventions <i>skills to be mastered at this grade level (see later page for skills to be introduced for future mastery)</i>		<b>UNIT ONE (Foundations)</b> o Begin each sentence with a capital letter and use ending punctuation. ( <i>Word Play: Word Awareness</i> )  <b>UNIT ONE (Savvas)</b> o Form regular plural nouns orally by adding /s/ or /es/. ( <i>weeks 3, 4, &amp; 5</i> )	<b>UNIT ONE (Foundations)</b> o Begin each sentence with a capital letter and use ending punctuation. ( <i>Word Play: Word Awareness</i> )  <b>UNIT TWO (Savvas)</b> o Capitalize the days of the week, the months of the year, and the pronoun I. ( <i>first word, weeks 4 &amp; 5</i> ) o Form regular plural nouns orally by adding /s/ or /es/. ( <i>week 4</i> )  <b>UNIT THREE (Savvas)</b> o Capitalize the days of the week, the months of the year, and the pronoun I. ( <i>pronoun I, week 1</i> )	<b>UNIT THREE (Savvas)</b> o Begin each sentence with a capital letter and use ending punctuation. ( <i>ending punctuation, week 5</i> )  <b>UNIT FOUR (Savvas)</b> o Begin each sentence with a capital letter and use ending punctuation. ( <i>ending punctuation, weeks 2, 3, 4, &amp; 5</i> ) o Use interrogatives to ask questions. ( <i>weeks 4 &amp; 5</i> )	<b>UNIT FIVE (Savvas)</b> o Begin each sentence with a capital letter and use ending punctuation. ( <i>first word, week 1; ending punctuation, week 2; Foundations, , Sentence Dictation</i> ) o Capitalize the days of the week, the months of the year, and the pronoun I. ( <i>pronoun I, week 1</i> )
<b>C.4.1</b> Researching & <b>C.5.1</b> Multimedia				<b>UNIT FOUR</b> week 6 ( <i>project-based inquiry</i> )	<b>UNIT FIVE</b> week 6 ( <i>project-based inquiry</i> )



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<b>C.3.1</b> Conventions	<b>Quarter 1 (43 days)</b> August 11 <sup>th</sup> – October 10 <sup>th</sup>	<b>Quarter 2 (43 days)</b> October 14 <sup>th</sup> – December 19 <sup>th</sup>	<b>Quarter 3 (46 days)</b> January 5 <sup>th</sup> – March 12 <sup>th</sup>	<b>Quarter 4 (48 days)</b> March 23 <sup>rd</sup> – May 29 <sup>th</sup>
skills to be <b>introduced</b> at this grade level	<b>UNIT ONE (Foundations)</b> <ul style="list-style-type: none"> <li>Capitalize proper nouns. (<i>Word Play: Word Awareness activities with student names</i>)</li> </ul> <b>UNIT ONE (Savvas)</b> <ul style="list-style-type: none"> <li>Form and use simple verb tenses for regular verbs by adding the affix -ed. (<i>Unit One, week 4, academic vocabulary</i>)</li> </ul>	<b>UNIT ONE (Foundations)</b> <ul style="list-style-type: none"> <li>Capitalize proper nouns. (<i>Word Play: Word Awareness activities with student names</i>)</li> </ul> <b>UNIT TWO</b> <ul style="list-style-type: none"> <li>Use subject-verb agreement in simple sentences (<i>week 3</i>)</li> <li>Form and use simple verb tenses for regular verbs by adding the affix -ed. (<i>week 4</i>)</li> </ul> <b>UNIT THREE</b> <ul style="list-style-type: none"> <li>Use possessives. (<i>week 3</i>)</li> </ul>	<b>UNIT FOUR</b> <ul style="list-style-type: none"> <li>Form and use complete simple sentences. (<i>weeks 1 and 4</i>)</li> <li>Use subject-verb agreement in simple sentences. (<i>week 4</i>)</li> <li>Capitalize proper nouns. (<i>week 5</i>)</li> </ul>	<b>UNIT FIVE</b> <ul style="list-style-type: none"> <li>Form and use complete simple sentences. (<i>weeks 3 &amp; 5</i>)</li> <li>Use subject-verb agreement in simple sentences. (<i>week 4</i>)</li> </ul>
Skills to be <b>reviewed</b> as students encounter and create more complex texts OR Skills intended for a <b>future</b> grade level.		<b>UNIT TWO</b> <ul style="list-style-type: none"> <li>Conjugate regular verb tenses. (<i>week 5, first grade</i>)</li> <li>Use prepositions and prepositional phrases. (<i>week 5, third grade</i>)</li> </ul> <b>UNIT THREE</b> <ul style="list-style-type: none"> <li>Use pronouns appropriately. (<i>week 2, second grade</i>)</li> </ul>	<b>UNIT THREE</b> <ul style="list-style-type: none"> <li>Use prepositions and prepositional phrases. (<i>weeks 4 &amp; 5, third grade</i>)</li> <li>Use pronouns appropriately. (<i>week 4</i>)</li> </ul> <b>UNIT FOUR</b> <ul style="list-style-type: none"> <li>Use pronouns appropriately. (<i>week 4, second grade</i>)</li> </ul>	

<b>FINDING MEANING</b>	<b>Quarter 1 (43 days)</b> August 11 <sup>th</sup> – October 10 <sup>th</sup>	<b>Quarter 2 (43 days)</b> October 14 <sup>th</sup> – December 19 <sup>th</sup>	<b>Quarter 3 (46 days)</b> January 5 <sup>th</sup> – March 12 <sup>th</sup>	<b>Quarter 4 (48 days)</b> March 23 <sup>rd</sup> – May 29 <sup>th</sup>
<b>V.1.1</b> Academic Vocabulary	<b>ALL SAVVAS UNITS:</b> See 'Unit Academic Vocabulary' and 'Weekly Develop Vocabulary'[each week, lesson 2]			
<b>V.1.2</b> Morphology	<b>UNIT ONE</b> week 4, Writing Workshop week 5			<b>UNIT FIVE</b> Week 4
<b>V.1.3</b> Context and Connotation	<b>UNIT ONE</b> week 1, week 2, week 3, week 4, week 5 ( <i>Concept Sort in Writing Workshop</i> )  NOTE: Teach in alignment with Science Benchmark SC.K.P.8.1 [sort objects by observable properties]			



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FOUNDATIONAL SKILLS		Quarter 1 (43 days) August 11 <sup>th</sup> – October 10 <sup>th</sup>	Quarter 2 (43 days) October 14 <sup>th</sup> – December 19 <sup>th</sup>	Quarter 3 (46 days) January 5 <sup>th</sup> – March 12 <sup>th</sup>	Quarter 4 (48 days) March 23 <sup>rd</sup> – May 29 <sup>th</sup>
Print Concepts	F.1.1.a Words on a Page	Fundations Unit One, weeks 1 – 6 ( <i>Word Play: Word Awareness</i> ); week 4 ( <i>Storytime</i> )	Fundations Unit One, week 11 ( <i>Storytime</i> )		
	F.1.1.b & F.1.1.c Letters and Words	Fundations Unit One, weeks 1-6 ( <i>Word Play: Word Awareness</i> )	Fundations Unit One, weeks 7-12 ( <i>Word Play: Word Awareness</i> )	Fundations Unit Three, weeks 2 – 6 ( <i>Trick Word activities</i> )	Fundations Unit Four, weeks 1-4 ( <i>Trick Word activities</i> ) Unit Five, weeks 1-6 ( <i>Dictation &amp; Trick Word activities</i> )
	F.1.1.d Parts of a Book	Fundations Unit One, week 5 & 6 ( <i>Storytime</i> )	Fundations Unit One, weeks 7 & 12 ( <i>Storytime</i> ) Unit Two, weeks 1-3 ( <i>Storytime</i> )	Fundations Unit Three, week 5 ( <i>Storytime</i> )	Fundations Unit Four, weeks 1 - 4 ( <i>Storytime</i> ) Unit Five, weeks 1 - 5 ( <i>Storytime</i> )
	F.1.1.e Directionality	Fundations Unit One, weeks 1-6 ( <i>Word Play: Word Awareness</i> )	Fundations ( <i>use text during Storytime</i> )	Fundations ( <i>use text during Storytime</i> )	Fundations ( <i>use text during Storytime</i> )
	F.1.1.f Letter Recognition	Fundations Unit One, all weeks ( <i>Drill Sounds/Warm-up, Letter/Keyword Sound, Student Notebook</i> )	Fundations Units One and Two, all weeks ( <i>Drill Sounds/Warm-up, Student Notebook</i> )	Fundations Units Two and Three, all weeks ( <i>Drill Sounds/Warm-up, Student Notebook</i> )	Fundations Units Four and Five, all weeks ( <i>Drill Sounds/Warm-up, Student Notebook</i> )
	F.1.1.g Print and Pictures	Fundations Unit One, weeks 1-4 ( <i>Storytime</i> )	Fundations Unit One, weeks 8-11 ( <i>Storytime</i> )	Fundations Unit Three, weeks 3, 4, & 6 ( <i>Storytime</i> )	Fundations Unit Four, week 2 ( <i>Storytime</i> )
Phonological Awareness	F.1.2.a Syllables	INTRODUCE Fundations, Unit One, weeks 4, 5, 6 ( <i>Word Play: Syllable Count &amp; Syllable Play</i> )	Continue to TEACH and RETEACH as needed. See Curriculum Map for instructional supports from Fundations, Savvas, and FCRR		
	F.1.2.b Alliteration & Rhyme	INTRODUCE RHYME Fundations, Unit One, weeks 5 & 6 ( <i>Make It Fun, Rhyme Time</i> and <i>Storytime with Rhyming Books</i> )	INTRODUCE ALLITERATION and CONTINUE RHYME Fundations, Unit One, weeks 7 & 12 ( <i>Storytime with Alliteration Books and Rhyming Books</i> )  Fundations, Unit Two, week 2 ( <i>Make It Fun: Let's Rhyme</i> )	Continue to TEACH and RETEACH as needed. See Curriculum Map for instructional supports from Fundations, Savvas, and FCRR	
	F.1.2.c Onset & Rime	INTRODUCE Fundations, Unit One, week 5 ( <i>Storytime</i> )	Continue to TEACH and RETEACH as needed. See Curriculum Map for instructional supports from Fundations, Savvas, and FCRR		
	F.1.2.d Initial, Medial, Final	INTRODUCE INITIAL Fundations: Unit One, weeks 1 & 4 ( <i>Make It Fun, Initial Sounds</i> )	INTRODUCE FINAL Fundations: Unit One, weeks 9 & 10 ( <i>Make It Fun, Ending Sounds</i> )	CONTINUE INITIAL, MEDIAL, FINAL Fundations: Unit Three, week 1 ( <i>Make It Fun, Sound Bingo</i> )	Continue to TEACH and RETEACH as needed. See Curriculum Map for instructional supports from Fundations, Savvas, and FCRR



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Phonological	<b>F.1.2.e</b> Add or delete phonemes	NA	<b>INTRODUCE</b> Foundations: Unit Two, week 3 ( <i>Word Play: Make Words for Decoding</i> )	Continue to TEACH and RETEACH as needed. See Curriculum Map for instructional supports from Foundations, Savvas, and FCRR	
	<b>F.1.2.f</b> Segment and blend phonemes	NA	<b>INTRODUCE</b> Foundations, Unit Two, weeks 1 & 2 ( <i>Make It Fun: Guess My Word</i> )	<b>CONTINUE</b> Foundations, Unit Three, all weeks ( <i>Make It Fun: Sound a Word; Echo/Find Words; Dictation/Word</i> )	<b>CONTINUE</b> Foundations, Unit Four & Five, all weeks ( <i>Make It Fun – Sound a Word; Echo/Find Words; Dictation/Word</i> )
Phonics & Word Analysis	<b>F.1.3.a &amp; F.1.3.b</b> Letter Sounds	Foundations Unit One, weeks 1 - 6 ( <i>Drill Sounds/Warm Up; Echo/Find Letters; Echo/Find Words; Echo/Letter Formation; Letter Keyword Sound; Student Notebook; Make It Fun: Keyword Puzzle</i> )	Foundations Unit One, weeks 7-12 Unit Two, weeks 1 & 2 ( <i>Drill Sounds/Warm Up; Echo/Find Letters; Echo/Find Words; Echo/Letter Formation; Letter Keyword Sound; Student Notebook; Make it Fun</i> )	Foundations Unit One, weeks 7-12 Unit Two, weeks 1 & 2 ( <i>Drill Sounds/Warm Up; Echo/Find Letters; Echo/Find Words; Echo/Letter Formation; Letter Keyword Sound; Student Notebook; Make it Fun</i> )	Foundations Unit Four and Unit Five ( <i>Drill Sounds/Warm Up; Dictation/Sound; Echo/Letter Formation</i> )
	<b>F.1.3.c</b> Decode CVC	NA	Foundations Unit Two, weeks 1-2 ( <i>Make It Fun: Guess My Word, Word Play: Make Words for Decoding</i> )	Foundations Unit Two, weeks 3-4 ( <i>Make It Fun: Guess My Word, Word Play: Make Words for Decoding</i> ) Unit Three ( <i>Word Dictation, Word Play</i> )	Foundations Unit Four and Unit Five ( <i>Word Dictation, Sentence Dictation, Word Play</i> )
	<b>F.1.3.d</b> Encode CVC	NA	NA	Foundations Unit Three ( <i>Echo/Find Words, Word Dictation, Make It Fun: Kid Spelling</i> )	Foundations Unit Four and Unit Five ( <i>Echo/Find Words, Word Dictation, Sentence Dictation, Word Play</i> )
Fluency	<b>F.1.4.a</b> High Frequency Words	Trick Words	Trick Words	Trick Words	Trick Words

BENCHMARKS and CLARIFICATIONS		
Reading Prose and Poetry	<b>R.1.1</b> Literary Elements	Describe the <b>main character(s), setting, and important events</b> in a story. <b>Clarification 1:</b> In describing the main <b>character</b> , students can describe <b>appearance, actions, feelings, and thoughts</b> of the characters. Students will explain what in the text their description is based on. <b>Clarification 2:</b> For <b>setting</b> , students will discuss <b>where</b> the events of the story are happening. The <b>time element of setting</b> should only be addressed in texts where it is explicitly indicated. <b>Clarification 3:</b> Descriptions can be oral, either in response to a question or through discussion.
	<b>R.1.3</b> Perspective & Point of View	Explain the <b>roles of author and illustrator</b> of a story. <b>Clarification 1:</b> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles. <b>Clarification 2:</b> Students should also explain that both authors and illustrators contribute to the meaning of the text.
	<b>R.1.4</b> Poetry	Identify <b>rhyme</b> in a poem. <b>Clarification 1:</b> This benchmark builds on the skills from the phonological awareness benchmark <i>ELA.K.F.1.2.b: Identify and produce alliterative and rhyming words</i> . The expectation is that students identify rhyming words in a poem that is read aloud. <b>Clarification 2:</b> Students will also note where the rhyme is coming, e.g., at the end of a line.
Reading Informational Text	<b>R.2.1</b> Structure	Use <b>titles, headings, and illustrations</b> to predict and confirm the <b>topic</b> of texts. <b>Clarification:</b> The step of confirming the prediction is essential to mastery of this benchmark. <b>NOTE:</b> See pages 172-173 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of text features.
	<b>R.2.2</b> Central Idea	Identify the <b>topic</b> of and multiple <b>details</b> in a text. <b>Clarification:</b> The topic is the general subject of the text, a word or a short phrases describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling. <b>**IN SAVVAS, SHIFT TERM FROM MAIN IDEA TO TOPIC**</b>
	<b>R.2.4</b> Argument	Explain the difference between <b>opinions</b> and <b>facts</b> about a topic. <b>Clarification 1:</b> Students will explain which statements are fact and which are opinion within a text. <b>Clarification 2:</b> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false. <i>Example:</i> "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is opinion. It's what someone may think, but it can't be proven.
Reading Across Genres	<b>R.3.1</b> Interpreting Figurative Language	Identify and explain <b>descriptive words</b> in text(s). <b>Clarification 1:</b> Students will explain examples of descriptive words in text and how they add meaning. <b>Clarification 2:</b> Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.
	<b>R.3.2</b> Retelling	<b>Retell</b> a text orally to enhance comprehension. <b>R.3.2.a:</b> Use <b>main character(s), setting, and important events</b> for a story. <b>R.3.2.b:</b> Use <b>topic</b> and <b>details</b> for an informational text. <b>Clarification:</b> Most grade-level texts are appropriate for this benchmark.
	<b>R.3.3</b> Comparative Reading	<b>Compare and contrast characters' experiences</b> in stories. <b>Clarification:</b> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

BENCHMARKS and CLARIFICATIONS			
Communicating Through Writing	C.1.1 Handwriting	<b>Print</b> many upper- and lowercase letters. <b>Clarification 1:</b> Students should attend to spacing between letters. <b>Clarification 2:</b> Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.	
	C.1.2 Narrative	Using a combination of drawing, dictating, and/or writing, create <b>narratives</b> with the <b>events</b> in <b>chronological order</b> .	<b>Clarification 1:</b> The product can be written, drawn, dictated, or a combination of all. <b>Clarification 2:</b> See <b>Writing Types</b> . (page 183 in Appendix C of the ELA B.E.S.T. Standards booklet)
	C.1.3 Argumentative	Using a combination of drawing, dictating, and/or writing, express <b>opinions</b> about a topic or text with at least one supporting <u>reason</u> .	
	C.1.4 Expository	Using a combination of drawing, dictating, and/or writing, provide <b>factual</b> information about a <b>topic</b> . <b>Clarification:</b> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.	
	C.1.5 Improving	With guidance and support from adults, improve drawing and writing, as needed, by <b>planning, revising, and editing</b> . <b>Clarification:</b> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.	
C.2.1 Oral Presentation		Present information <b>orally</b> using <b>complete sentences</b> . <b>Clarification:</b> For further guidance, see the <b>Elementary Oral Communication Rubric</b> . [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. <b>Clarification:</b> See Convention Progression by Grade Level for more information. (pages 196-197 in Appendix C of the ELA B.E.S.T. Standards booklet)	
		<b>Skills to be mastered at this grade level are as follows:</b> <ul style="list-style-type: none"><li>• Begin each sentence with a capital letter and use ending punctuation.</li><li>• Capitalize the days of the week, the months of the year, and the pronoun I.</li><li>• Form regular plural nouns orally by adding /s/ or /es/.</li><li>• Use interrogatives to ask questions.</li></ul>	<b>Skills to be implemented but not yet mastered are as follows:</b> <ul style="list-style-type: none"><li>• Capitalize proper nouns.</li><li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li><li>• Form and use complete simple sentences.</li><li>• Use possessives.</li><li>• Use subject-verb agreement in simple sentences.</li></ul>
C.4.1 Researching & C.5.1 Multimedia		Recall information to answer a question about a single topic. Use a multimedia element to enhance oral or written tasks. <b>Clarification:</b> <b>Multimedia elements</b> may include, but are not limited to a <b>drawing, picture, artifact, and audio or digital representation</b> . <u><b>At this grade level</b></u> , the element should relate to the task, but that relationship may be tangential. It does not require but can include the use of computers.	
V.1.1 Academic Vocabulary		Use grade-level <b>academic vocabulary</b> appropriately in speaking and writing. <b>Clarification:</b> Grade-level <b>academic vocabulary</b> 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		<b>Ask</b> and <b>answer questions</b> about <b>unfamiliar words</b> in grade-level content.	
V.1.3 Context and Connotation		Identify and sort common <b>words</b> into basic <b>categories</b> , relating <b>vocabulary</b> to <b>background knowledge</b> . <b>Clarification:</b> 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.	



BENCHMARKS and CLARIFICATIONS		
Demonstrate knowledge of the basic <b>concepts of print.</b>		<b>Clarification:</b> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.
Print Concepts	<b>F.1.1.a</b> Words on a Page	Locate a printed word on a page.
	<b>F.1.1.b &amp; F.1.1.c</b> Letters and Words	Distinguish letters from words within sentences. Match print to speech to demonstrate that language is represented by print.
	<b>F.1.1.d</b> Parts of a Book	Identify parts of a book (front cover, back cover, title page).
	<b>F.1.1.e</b> Directionality	Move top to bottom and left to right on a printed page; returning to the beginning of the next line.
	<b>F.1.1.f</b> Letter Recognition	Identify all upper- and lowercase letters of the alphabet.
	<b>F.1.1.g</b> Print and Pictures	Recognize that print conveys specific meaning and pictures may support meaning.
Demonstrates <b>phonological awareness.</b>		<b>Clarification (definition):</b> Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.
Phonological Awareness	<b>F.1.2.a</b> Syllables	<b>Blend</b> and <b>segment syllables</b> in spoken words.
	<b>F.1.2.b</b> Alliteration & Rhyme	Identify and produce <b>alliterative</b> and <b>rhyme</b> words.
	<b>F.1.2.c</b> Onset & Rime	Blend and segment <b>onset</b> and <b>rimes</b> of single-syllable words.
	<b>F.1.2.d</b> Initial, Medial, Final	Identify the <b>initial</b> , <b>medial</b> , and <b>final sound</b> of spoken words.
	<b>F.1.2.e</b> Add or delete phonemes	<b>Add</b> or <b>delete phonemes</b> at the beginning or end of a spoken word and say the resulting word.
	<b>F.1.2.f</b> Segment and blend phonemes	<b>Segment</b> and <b>blend phonemes</b> in single-syllable spoken words.



BENCHMARKS and CLARIFICATIONS		
Use knowledge of grade-appropriate <b>phonics</b> and <b>word-analysis skills</b> to decode words accurately.		<p><b>Clarification 1:</b> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><b>Clarification 2:</b> Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists (<i>p. 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.</p>
Phonics & Word Analysis	<b>F.1.3.a &amp; F.1.3.b</b> Letter Sounds	<p><b>ELA.K.F.1.3.a:</b> Demonstrate knowledge of the most frequent sound for each <b>consonant</b>.</p> <p><b>ELA.K.F.1.3.b:</b> Demonstrate knowledge of the <b>short</b> and <b>long</b> sounds for the <b>five major vowels</b>.</p>
	<b>F.1.3.c</b> Decode CVC	<b>Decode</b> consonant-vowel-consonant ( <b>CVC</b> ) words.
	<b>F.1.3.d</b> Encode CVC	<b>Encode</b> consonant-vowel-consonant ( <b>CVC</b> ) words.
Fluency	<b>F.1.4.a</b> High Frequency Words	<p>Recognize and read with automaticity the grade-level high frequency words.</p> <p><b>Clarification 1 (grade-level sight words):</b> See Dolch and Fry word lists [<i>pages 207-208 in Appendix E of the ELA B.E.S.T. Standards booklet</i>].</p> <p><b>Clarification 2 (decodable words):</b> 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 K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>