



## Curriculum Overview 2017-2018

### Literacy – Grade One (Course #5010042, #5020020, #5021030)

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

YEAR AT A GLANCE							
<a href="#"><u>1-1</u></a> <i>Properties</i> <i>Rules &amp; Laws</i> <i>Government</i> <i>Narrative</i>	<a href="#"><u>1-2</u></a> <i>Living Things</i> <i>Narrative</i> <i>Inf/Exp</i>	<a href="#"><u>2-1</u></a> <i>Civic Mindedness</i> <i>Inf/Exp</i>	<a href="#"><u>2-2</u></a> <i>Plants &amp; Animals</i> <i>Inf/Exp</i> <i>Opinion</i>	<a href="#"><u>3-1</u></a> <i>Land &amp; Water</i> <i>Geography</i> <i>Narrative</i>	<a href="#"><u>3-2</u></a> <i>Suns &amp; Stars</i> <i>Inf/Exp</i>	<a href="#"><u>4-1</u></a> <i>Past Present</i> <i>Inf/Exp</i> <i>Opinion</i>	<a href="#"><u>4-2</u></a> <i>Pushes &amp; Pulls</i> <i>Economics</i> <i>Opinion</i>
Suggested: 15-25 days	Suggested: 15-21 days	Suggested: 15-21 days	Suggested: 25-35 days	Suggested: 20-28 days	Suggested: 20 – 28 days	Suggested: 20-28 days	Suggested: 20-28 days
Quarter 1 – 45 Days		Quarter 2 – 45 Days		Quarter 3 – 45 Days		Quarter 4 – 45 Days	

Click [HERE](#) to view the  
Grade 1 LAFS Aligned Learning Goals

Click [HERE](#) to view the  
Literacy – Grade 1 Curriculum Overview

Click [HERE](#) to view the  
Literacy – **Grade 1 ELA Standards for Excellence**



## Academic Plan 2017-2018

### Literacy – Grade One (Course #5010042, #5020020, #5021030)

Suggested Pacing Range: 15 –  
25 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

Concept 1-1  
Quarter 1

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

**Concept Description:**

Concept 1-1: *Properties, Rules and Laws, and Government*

**Standards**

**Language Arts Florida Standards**

**Next Generation Sunshine Standards**

**LAFS.1.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**LAFS.1.RF.3.3b** Decode regularly spelled one-syllable words.

**LAFS.1.RF.3.3f** Read words with inflectional endings.

**LAFS.1.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

**LAFS.1.RI.2.5** Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**LAFS.1.RI.2.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**LAFS.1.RL.1.3** Describe characters, settings, and major events in a story, using key details.

**LAFS.1.RL.2.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**LAFS.1.RL.3.7** Use illustrations and details in a story to describe its characters, setting, or events.

**LAFS.1.SL.2.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**LAFS.1.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LAFS.1.L.1.1.a** Print all upper- and lowercase letters.

**LAFS.1.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**SC.1.P.8.1** Sort objects by observable properties, such as size, shape, color, temperature, weight, texture, and whether objects sink or float.

**SC.1.E.5.3** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

**SC.1.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

**SC.1.N.1.2** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

**SC.1.N.1.3** Keep records as appropriate - such as pictorial and written records - of investigations conducted.

**SC.1.N.1.4** Ask "how do you know?" in appropriate situations.

**SS.1.A.1.1** Develop an understanding of a primary source.

Remarks/Examples: Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.

**SS.1.C.1.1** Explain the purpose of rules and laws in the school and community.

Remarks/Examples: Examples are keeping order and ensuring safety.

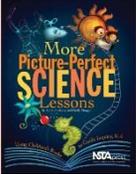
**SS.1.C.1.2** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

Remarks/Examples: Examples are principals, teachers, parents, government leaders, and police.

**SS.1.C.1.3** Give examples of the use of power without authority in the school and community.

Remarks/Examples: Examples are bullying, stealing, and peer pressure.

Big Ideas			
Science		Social Studies	
Describing your world		Rules, laws, and government	
Essential Outcome Questions			
Science		Social Studies	
How can you describe objects? How can you sort by properties?		Why do we have rules? Who makes and enforces rules and laws? Who has power in your school and community? What is a primary source?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click <a href="#">HERE</a> for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: initial, medial, and final phonemes, segment and blend phonemes, blend onsets and rimes, isolate initial, medial, and final phonemes, rhyming words, identify syllables, rhyming words, identify syllables, count phonemes, distinguish /ă/, distinguish /ĩ/, segment and count phonemes; distinguish /ö/</p> <p><u>Phonics</u>: consonants: <i>m/m/, s, ss/s, t/t/</i>, short <i>a</i>: <i>a</i>, consonants <i>c/k/, p/p/, n/n/</i>, consonants <i>f, ff/f/, b/b/, g/g/</i>, short <i>i</i>: <i>i</i>, consonants <i>d/d/, l/l/, h/h/</i>, short <i>o</i>: <i>o</i>, consonants <i>r/r/, w/w/, j/j/, k/k/</i>, short <i>e</i>: <i>e</i>, consonants <i>v/v/, y/y/, z, zz/z/, q, qu/kw/</i>, short <i>u</i>: <i>u</i>, short <i>a</i>: <i>a</i>, consonant pattern <i>-ck</i>, short <i>i</i>: <i>i</i>, consonant <i>x/ks/</i>, short <i>o</i>: <i>o</i>, plural <i>-s</i>, consonant <i>s/z/</i></p> <p><u>High Frequency words</u>: <i>a, green, I, see, like, one, the, we, do, look, was, yellow, you, are, have, that, they, two, he, is, three, to, with, for, go, here, me, where, come, in, my, on, way, she, take, up, what, blue, from, get, help, little, use</i></p>	<p><a href="#">Florida Standards Phonics Handbook</a></p>	
Reading Informational Craft and Structure	<p>Distinguish between information provided by pictures and the words in a text.</p> <p>Know various text features (e.g., headings, table of contents, glossaries) to locate key facts or information in a text.</p>	<p><i>Reading Street</i>, Unit R, Week 1-6 U1 Weeks 1-3</p> <p><i>National Geographic</i>, Physical Science:</p>	

		<p>Chapters 1 and 2 (Properties)</p> <p><i>Smart Center,</i> Civics &amp; Government</p> <p><i>Content Connections Big Book,</i> Women of Courage Primary Sources</p> <p><i>Florida Joint Center for Citizenship,</i> <a href="#">FJCC lessons</a></p>	
Science	<p><a href="#">SC.1.P.8.1</a></p> <ul style="list-style-type: none"> <li>recognize that objects have observable physical properties;</li> <li>demonstrate the ability to classify and sort objects by observable physical properties such as size, shape, color, temperature, weight, texture, and the ability to sink or float; and</li> <li>recognize that some objects have similar properties.</li> </ul> <p><a href="#">SC.1.E.5.3</a></p> <ul style="list-style-type: none"> <li>explain that some tools (e.g., telescopes) aid the human eye;</li> <li>understand that these tools make objects appear bigger and closer; and</li> <li>describe what can be seen with these tools that cannot be seen with the eye alone.</li> </ul>	<p><i>National Geographic,</i> Physical Science: Chapters 1 and 2 (Properties)</p>  <p><a href="#">SC.1.P.8.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Sink or Float</a></li> <li><a href="#">Watermelon and Grape</a></li> <li><a href="#">Snap Blocks</a></li> </ul> <p><a href="#">SC.1.P.8.1:</a></p> <ul style="list-style-type: none"> <li><a href="#">Comparing Cubes</a></li> </ul> <p><a href="#">SC.1.E.5.3</a></p> <ul style="list-style-type: none"> <li><a href="#">Salt Crystals</a></li> </ul> <p>Click <a href="#">HERE</a> for Science Supplemental Materials</p>	 <p><a href="#">SC.1.N. (1.1, 1.2, 1.3, 1.4)</a></p> <ul style="list-style-type: none"> <li><a href="#">Bubbles</a></li> </ul>
Social Studies	<p><a href="#">State Statute</a></p> <p><b>Constitution Day</b> is Thursday, September 17<sup>th</sup> <b>Freedom Week</b> is September 21<sup>st</sup> to 25<sup>th</sup> Constitution Day: Students have rights and responsibilities in their school community. <a href="#">SS.1.A.1.1</a></p>	<p><i>Smart Center,</i> Civics &amp; Government</p> <p><i>Florida Joint Center for Citizenship,</i> <a href="#">FJCC lessons</a></p>	

		<p>Define primary source.  <a href="#">SS.1.C.1.1</a>          Explain the purpose of rules and laws in school and community.  <a href="#">SS.1.C.1.2</a>          Identify and give examples of people who enforce rules and laws.  <a href="#">SS.1.C.1.3</a>          Identify and give examples of who has power in your school and community.</p>	<p><i>Content Connections Big Book,</i>          Women of Courage          Primary Sources</p> <p><i>Safari Montage,</i>          Video – Constitution Day          (See Supplemental Teacher Doc)</p> <p><a href="#"><u>Social Studies Supplemental Materials</u></a></p>	
Reading Literature	Key Ideas and Details	Describe characters and settings in a story.	<p><i>Reading Street,</i>          Unit R, Week 1-6          U1 Weeks 1-3</p>	
	Craft and Structure	<p>Identify features of books that tell stories.</p> <p>Identify features of books that give information.</p>		
	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters and setting.		
Speaking and Listening		<p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Answer questions about key details in a text read aloud.</p> <p>Answer questions about what a speaker says.</p> <p>Describe people, places, and things.</p> <p>Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Use RI and RL text selections to include S&amp;L tasks in lesson design</p>	

	Produce complete sentences when appropriate to task and situation.		
Writing	narrative Write to recount two or more appropriately sequenced events.  Write to include some details regarding what happened.	Florida Standards Writing Guide	
Language	<u>Conventions</u> : nouns for people, animals, and things; nouns for places; verbs; simple sentences; adjectives; sentences; sentences; subjects of sentences; predicates of sentences <u>Vocabulary</u> : sort nouns; descriptive words; verbs in sentences; sort descriptive words; use descriptive words; sort words; words for location; alphabetize; synonyms <u>Handwriting</u> : (D'Nealian) M and m, proper body position, S and s, proper paper position, T and t, proper pencil position, C and c, left-to-right progression, P and p, letter size, N and n, left-to-right progression, F and f, proper letter size, B and b, proper body and paper position, G and g, self-evaluation, D and d, proper letter size, L and l, proper body and paper position, H and h, self-evaluation, R and r, proper letter size, W and w, J and j, proper body and paper position, K and k, self-evaluation, V and v, Y and y, Z and z, proper body and paper position, A and a, letter size, I and i, X and x, letter s Suggested Pacing, O and o, left-to-right progression	<a href="#">Florida Standards Phonics Handbook</a>	
Annual Heritage and History Month Observance	<b>September/October: Hispanic Heritage Month</b> The first Hispanic Heritage Week was approved on September 15, 1968. The month gives people the opportunity to plan and participate in ceremonies and activities that recognize the contributions of the many diverse cultures within the Hispanic community. In 1988, the celebration was expanded to a month and goes from September 15 to October 15.		



Concept 1-2  
Quarter 1

**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 15 –  
21 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:	
Concept 1-2: <i>Living Things</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.3.3f</b> Read words with inflectional endings.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>LAFS.1.RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>LAFS.1.RI.2.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>LAFS.1.RI.3.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>LAFS.1.RL.2.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>LAFS.1.W.1.3</b> Write narratives 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.</p> <p><b>LAFS.1.W.3.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>LAFS.1.L.1.1.a</b> Print all upper- and lowercase letters.</p>	<p><b>SC.1.N.1.3</b> Keep records as appropriate - such as pictorial and written records - of investigations conducted.</p> <p><b>SC.2.N.1.4</b> Ask "how do you know?" in appropriate situations.</p> <p><b>SC.1.L.14.1</b> Make observations of living things and their environment using the five senses.</p> <p><b>SC.1.L.14.2</b> Identify the major parts of plants, including stem, roots, leaves, and flowers</p> <p><b>SC.1.L.14.3</b> Differentiate between living and nonliving things.</p> <p><b>SC.1.L.17.1</b> Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.</p>

**LAFS.1.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Big Idea**

The world around you

**Essential Outcome Questions**

How are living and nonliving things different?  
 What are the basic needs of plants?  
 What are the basic needs of humans and animals?

**Aligned Learning Goals**

**Resources**

**Strategies for Differentiation**

Click [HERE](#) for Additional Resources

Reading Foundational

Phonemic Awareness: segment and blend phonemes  
 count syllables, segment and blend onset and rime,  
 distinguish /ě/, distinguish /ů/

Phonics: inflected endings -s and -ing, short ě, initial  
 consonant blends, short /ů/, final consonant blends

Spelling: inflected ending -s, short e words, short u  
 words with final consonant blends

High Frequency Words: *eat, five, four, her, this, too,  
 saw, small, tree, your, home, into, many, them*

[Florida Standards Phonics Handbook](#)

Reading Informational

Key Ideas and Details

Answer questions about key details in a text.

Ask questions about key details in a text.

Identify the main topic of a text.

Craft and Structure

Ask and answer questions to help determine or clarify  
 the meaning of words and phrases in a text.

Integration of Knowledge and Ideas

Use the illustrations in a text to describe its key ideas.

*Reading Street,*  
 Unit 1, Weeks 4-6  
  
*National Geographic,*  
 Life Science:  
 Chapters 1-3 (Living Things)

<p style="text-align: center;">Science</p>	<p><a href="#">SC.1.L.14.1</a></p> <ul style="list-style-type: none"> <li>observe and identify living things and their environments using the five senses; and</li> <li>recognize tools that can aid in these observations in the type of environment they are naturally found.</li> </ul> <p><a href="#">SC.1.L.14.2</a></p> <ul style="list-style-type: none"> <li>recognize, identify, and locate major parts of plants, including roots, stems, leaves, and flowers.</li> </ul> <p><a href="#">SC.1.L.14.3</a></p> <ul style="list-style-type: none"> <li>recognize that objects on Earth are either living or nonliving;</li> <li>identify characteristics of living and non-living things;</li> <li>explain the differences between living and nonliving things.</li> </ul> <p><a href="#">SC.1.L.17.1</a></p> <ul style="list-style-type: none"> <li>identify the basic needs of all living things; and</li> <li>compare the needs of animals with those of plants in order to see the similarities in all living things.</li> </ul>	<p style="text-align: center;">National Geographic, Life Science: Chapters 1-3 (Living Things)</p> <div style="text-align: center;">  </div> <p><a href="#">SC.1.L.14.1</a>, <a href="#">SC.1.L.14.3</a></p> <ul style="list-style-type: none"> <li><a href="#">Is it Living?</a></li> </ul> <p><a href="#">SC.1.L.14.1</a>, <a href="#">SC.1.L.14.2</a>, <a href="#">SC.1.L.14.3</a></p> <ul style="list-style-type: none"> <li><a href="#">Is It Living?</a></li> <li><a href="#">Is It An Animal</a></li> <li><a href="#">Is It A Plant</a></li> <li><a href="#">Is It Made of Parts</a></li> <li><a href="#">Seeds in a Bag</a></li> <li><a href="#">Senses</a></li> </ul> <p><a href="#">SC.1.L.17.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Do They Need Air</a></li> </ul> <p style="text-align: center;">Click <a href="#">HERE</a> for Science Supplemental Materials</p>	
<p style="text-align: center;">Reading Literature</p> <p style="text-align: center; font-size: small;">Craft and Structure</p>	<p>Identify words and phrases in stories or poems that appeal to the senses.</p>	<p style="text-align: center;"><i>Reading Street,</i> Unit 1, Weeks 4-6</p>	
<p style="text-align: center;">Speaking &amp; Listening</p>	<p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Answer questions about key details in a text read aloud.</p> <p>Answer questions about what a speaker says.</p> <p>Describe people, places, and things.</p>	<p style="text-align: center;">Use RI and RL text selections to include S&amp;L tasks in lesson design</p>	

	<p>Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation.</p>		
Writing	<p>narrative</p> <p>Write narratives that recount two or more appropriately sequenced events and include some details regarding what happened.</p> <p>informative/explanatory</p> <p>Write to name a topic.</p> <p>Write to supply some facts about the topic.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: declarative sentences, interrogative sentences, exclamatory sentences</p> <p><u>Vocabulary</u>: alphabetize to the 2<sup>nd</sup> letter, sort words, antonyms</p> <p><u>Handwriting</u>: (D’Nealian) N and n, G and g, letter slant; E and e, letter size; U and u, Q and q, letter s Suggested Pacing</p>	<a href="#">Florida Standards Phonics Handbook</a>	
Annual Heritage and History Month Observance	<p><b>October: National Disability Employment Awareness Month</b></p> <p>In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		

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Concept 2-1  
Quarter 2

**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 15 –  
21 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:	
Concept 2-1: <i>Civic Mindedness</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>LAFS.1.RI.2.5</b> Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>LAFS.1.RI.2.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>LAFS.1.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>LAFS.1.RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>LAFS.1.RL.2.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>LAFS.1.RL.2.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>LAFS.1.RL.3.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community. Remarks/Examples: Examples are not littering, coming to school on time, and having a safe learning environment.</p> <p><b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community. Remarks/Examples: Examples are follow rules, care about the environment, and respect others.</p> <p><b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community. Remarks/Examples: Examples are responsible decision making, classroom jobs, and school service projects.</p> <p><b>SS.1.C.2.4</b> Show respect and kindness to people and animals.</p> <p><b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways. Remarks/Examples: Examples are talking about problems, role playing, listening, and sharing.</p> <p><b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy. Remarks/Examples: Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.</p>

<p><b>LAFS.1.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>LAFS.1.L.1.1.a</b> Print all upper- and lowercase letters.</p> <p><b>LAFS.1.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
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**Big Idea**

Civic Mindedness

**Essential Outcome Questions**

What are your rights and responsibilities in the school community?  
 What are the qualities of a responsible citizen?  
 How can you make school and community a better place?  
 What do kindness and respect look like?  
 How can conflicts be resolved in fair and just ways?  
 What symbols represent your country?

Aligned Learning Goals		Resources	Strategies for Differentiation
		Click <span style="background-color: #92d050;">HERE</span> for Additional Resources	
Reading Foundational	<p><b>Phonemic Awareness:</b> segment and blend phonemes, segment and blend words, distinguish between long <i>a</i> and /a/, distinguish between long <i>i</i> and /i/</p> <p><b>Phonics:</b> consonants digraphs: <i>sh, th</i>, vowel sound in ball: <i>a, al</i>, long a: <i>a_e</i>, consonants: <i>c/s/, g/j/</i>, consonant digraphs: <i>wh, ch, tch, ph</i>, long i: <i>i_e</i></p> <p><b>Spelling:</b> words with <i>sh</i> and <i>th</i>, words with long <i>a</i>; words with long <i>i</i></p> <p><b>High Frequency Words:</b> <i>catch, good, no, put, said, want, be, could, horse, of, old, paper, live, out, people, who, work</i></p>	<p><a href="#">Florida Standards Phonics Handbook</a></p>	
Reading Informational	<p>Describe the connection between two individuals in a text.</p>	<p><i>Reading Street,</i> Unit 2, Weeks 1-3</p> <p><i>Florida Joint Center for Citizenship,</i></p>	

	Craft and Structure	<p>Know various text features (e.g., electronic menus, icons) to locate key facts or information in a text.</p> <p>Distinguish between other illustrations and information provided by the words in a text.</p>	<p><a href="#">FJCC lessons</a></p> <p><i>Smart Center, Citizenship</i></p> <p><i>CPALMS, <a href="#">David’s Big Problem</a></i></p>	
Social Studies		<p><b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community.</p> <p><b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community.</p> <p><b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community.</p> <p><b>SS.1.C.2.4</b> Recognize acts that demonstrate respect and kindness to people and animals.</p> <p><b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p><b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy.</p>	<p><i>Smart Center, Citizenship</i></p> <p><i>CPALMS, <a href="#">David’s Big Problem</a></i></p> <p><i>Florida Joint Center for Citizenship, <a href="#">FJCC lessons</a></i></p> <p><i>Safari Montage, United States Flag – video</i></p> <p><b><a href="#">Social Studies Supplemental Materials</a></b></p>	
Reading Literature	Key Ideas and Details	<p>Retell stories, including key details.</p> <p>Describe characters, settings, and major events in a story.</p>		
	Craft and Structure	<p>Identify words and phrases in stories or poems that suggest feelings.</p> <p>Explain major differences between books that tell stories and books that give information.</p>	<p><i>Reading Street, Unit 2, Weeks 1-3</i></p>	

	Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.		
Speaking & Listening		<p>Ask and answer questions about key details in a text read aloud.</p> <p>Ask and answer questions about what a speaker says.</p> <p>Describe people, places, things, and events.</p> <p>Add other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation.</p>	Use RI and RL text selections to include S&L tasks in lesson design	
Writing		<p>informative/explanatory</p> <p>Write to name a topic.</p> <p>Write to supply some facts about the topic.</p>	Florida Standards Writing Guide	
Language		<p><u>Conventions</u>: common nouns, proper nouns, special titles</p> <p><u>Vocabulary</u>: sort nouns, time and order words, directional words</p> <p><u>Handwriting</u>: (D’Nealian) S and s, H and h, letter size; P and p, letter size; W and w, letter formation</p>	<a href="#">Florida Standards Phonics Handbook</a>	
Annual Heritage and History Month Observance		<p><b>October: National Disability Employment Awareness Month</b></p> <p>In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		

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Concept 2-2  
Quarter 2

**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 25 –  
35 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description: Concept 2-2: <i>Plants and Animals</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.3.3c</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>LAFS.1.RF.3.3e</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>LAFS.1.RF.3.3f</b> Read words with inflectional endings.</p> <p><b>LAFS.1.RF.3.3g</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>LAFS.1.RI.2.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>LAFS.1.RI.3.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>LAFS.1.RI.3.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>LAFS.1.RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>LAFS.1.RL.2.6</b> Identify who is telling the story at various points in a text.</p> <p><b>LAFS.1.RL.3.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>SC.1.L.14.1</b> Make observations of living things and their environment using the five senses.</p> <p><b>SC.1.L.14.2</b> Identify the major parts of plants, including stem, roots, leaves, and flowers</p> <p><b>SC.1.L.16.1</b> Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.</p> <p><b>SC.1.L.17.1</b> Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.</p>

**LAFS.1.W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**LAFS.1.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**LAFS.1.W.3.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.1.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LAFS.1.L.1.1.a** Print all upper- and lowercase letters.

**LAFS.1.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Big Idea**

Plants and animals on Earth

**Essential Outcome Questions**

How are plants alike and different?  
 How are animals alike and different?  
 How do plants and animals change?

**Aligned Learning Goals**

**Resources**

**Strategies for Differentiation**

Click [HERE](#) for Additional Resources

Reading Foundational

Phonemic Awareness: distinguish between long *o* and /*o*/, segment and blend phonemes, distinguish between long *u* and /*u*/, distinguish between long *e* and /*e*/, segment and blend words, rhyming words, add initial phonemes

Phonics: long *o*: *o\_e*, contractions, long *u*: *u\_e*, long *e*: *e\_e*, inflected ending *-ed*, long *e*: *e*, *ee*, syllables VC/CV, vowel sounds of *y*, syllable pattern CV, consonant patterns *ng*, *nk*, compound words

Spelling: words with long *o*, words with long *u*, words with long *e*, vowel sounds of *y*

High Frequency Words: *down, inside, now, there, together, around, find, food, grow, under, water, also, family, new, other, some, their, always, everything, things, become, nothing, day, stays, any, every, were, enough, own, ever, sure*

[Florida Standards Phonics Handbook](#)

Reading Informational	Key Ideas and Details	<p>Ask questions about key details in a text.</p> <p>Answer questions about key details in a text.</p> <p>Retell key details of a text.</p>	<p><i>Reading Street,</i> Unit 2 Weeks 4-6 Unit 3 Weeks 1-2 <i>National Geographic,</i> Life Science: Chapters 1-3 (Plants &amp; Animals)</p>	
	Craft and Structure	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>		
	Integration of Knowledge and Ideas	<p>Identify the reasons of a given point in a text.</p> <p>Identify basic similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
Science	<p><a href="#">SC.1.L.14.1</a></p> <ul style="list-style-type: none"> <li>• describe ways in which living things and their environments can be observed;</li> <li>• identify living things and their environments using the five senses; and</li> <li>• recognize tools that can aid in these observations in the type of environment they are naturally found.</li> </ul> <p><a href="#">SC.1.L.14.2</a></p> <ul style="list-style-type: none"> <li>• recognize, identify and locate major parts of plants, including roots, stems, leaves, and flowers.</li> </ul> <p><a href="#">SC.1.L.16.1</a></p> <ul style="list-style-type: none"> <li>• recognize that offspring are related to their parents;</li> <li>• identify similarities between offspring and their parents; and</li> <li>• describe differences in a population of people.</li> </ul>	<p><i>National Geographic,</i> Life Science: Chapters 1-3 (Plants &amp; Animals)</p>  <p><a href="#">SC.1.L.14.1</a>, <a href="#">SC.1.L.14.2</a>, <a href="#">SC.1.L.14.3</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Is It Living?</a></li> <li>• <a href="#">Is It An Animal</a></li> <li>• <a href="#">Is It A Plant</a></li> <li>• <a href="#">Is It Made of Parts</a></li> <li>• <a href="#">Seeds in a Bag</a></li> <li>• <a href="#">Senses</a></li> </ul>		

		<p><a href="#">SC.1.L.17.1</a></p> <ul style="list-style-type: none"> <li>• identify the basic needs of all living things; and</li> <li>• compare the needs of animals with those of plants in order to see the similarities in all living things.</li> </ul>	<p><a href="#">SC.1.L.17.1</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Do They Need Air</a></li> </ul> <p>Click <a href="#">HERE</a> for Science Supplemental Materials</p>	
Reading Literature	Key Ideas and Details	Ask and answer questions about key details in a text.		<p><i>Reading Street,</i> Unit 2 Weeks 4-6 Unit 3 Weeks 1-2</p>
	Craft and Structure	Identify who is telling the story.		
	Integration of Knowledge and Ideas	Compare the adventures and experiences of characters in stories.		
Speaking and Listening		<p>Ask and answer questions about key details in a text read aloud.</p> <p>Ask and answer questions about what a speaker says.</p> <p>Describe people, places, things, and events.</p> <p>Add other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation.</p>	<p>Use RI and RL text selections to include S&amp;L tasks in lesson design</p>	
Writing		<p>informative/explanatory</p> <p>Write informative/explanatory texts that name a topic and supply some facts about the topic.</p> <p>opinion</p> <p>Name the topic or book being written about.</p>	<p>Florida Standards Writing Guide</p>	

	<p>State an opinion.</p> <p>Supply a reason for the opinion.</p> <p>Write opinion pieces that introduce the topic or name the book being written about, state an opinion and supply a reason for the opinion.</p>		
Language	<p><u>Conventions</u>: proper nouns (days, months, holidays), singular and plural nouns, nouns in sentences, action verbs, verbs that add -s</p> <p><u>Vocabulary</u>: sort words, context clues, antonyms, synonyms</p> <p><u>Handwriting</u>: (D’Nealian) T and t, consistent letter slant; D and d, letter size; B and b, letter s</p> <p>Suggested Pacing; Y and y, letter size; K and k, letter slant</p>	<p><a href="#">Florida Standards Phonics Handbook</a></p>	
Annual Heritage and History Month Observance	<p><b>November: National American Indian Heritage Month</b></p> <p>National American Indian (or Native American) Month was enacted with a presidential proclamation in 1990. During the month, all Americans are encouraged to participate in programs ceremonies and activities that celebrate American Indian and Alaskan Native peoples’ important contribution to the United States.</p>		

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Concept 3-1  
Quarter 3

**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 20 –  
28 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

**Concept Description:**

Concept 3-1: *Our Planet Earth*

Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.3.3f</b> Read words with inflectional endings.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>LAFS.1.RI.2.5</b> Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>LAFS.1.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>LAFS.1.RL.2.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>LAFS.1.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>LAFS.1.L.1.1.a</b> Print all upper- and lowercase letters.</p> <p><b>LAFS.1.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SC.1.E.6.1</b> Recognize that water, rocks, soil, and living organisms are found on the Earth’s surface.</p> <p><b>SC.1.E.6.2</b> Describe the need for water and how to be safe around water.</p> <p><b>SS.1.G.1.1</b> Use physical and political/cultural maps to locate places in Florida. Remarks/Examples: Examples are Tallahassee, student’s hometown, Lake Okeechobee, Florida Keys, and the Everglades.</p> <p><b>SS.1.G.1.2</b> Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p><b>SS.1.G.1.3</b> Construct a basic map using key elements including cardinal directions and map symbols. Remarks/Examples: Examples are map of bedroom, classroom, or route to school</p> <p><b>SS.1.G.1.4</b> Identify a variety of physical features using a map and globe. Remarks/Examples: Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.</p> <p><b>SS.1.G.1.5</b> Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p><b>SS.1.G.1.6</b> Describe how location, weather, and physical environment affect the way people live in our community. Remarks/Examples: Examples are effects on their food, clothing, shelter, transportation, and recreation</p>

Big Ideas			
Science		Social Studies	
Our planet Earth			
Essential Outcome Questions			
Science		Social Studies	
How do people use Earth's land and water? How does Earth's land change?		How do you use maps to locate places in Florida? What are the key elements of maps and globes? How do location, weather, and physical environment affect the way people live in our community?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click <a href="#">HERE</a> for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: segment and blend phonemes, segment and blend syllables, add phonemes; isolate medial and final phonemes, segment and blend words, segment and blend phonemes, change and add phonemes, segment and blend syllables</p> <p><u>Phonics</u>: ending <i>-es</i>, plural <i>-es</i>, vowels: <i>r</i>-controlled <i>or, ore</i>; adding endings, vowels: <i>r</i>-controlled <i>ar, er, ir, ur</i>, contractions, comparative endings <i>-er, -est</i>, consonant pattern <i>-dge</i></p> <p><u>Spelling</u>: words with <i>-ed</i>; words with <i>er, ir, ur</i>; comparative endings <i>-er</i> and <i>-est</i></p> <p><u>High Frequency Words</u>: <i>away, car, friends, house, our, school, very, afraid, again, few, how, read, soon, down, know, push, visit, wait, before, does, good-bye, oh, right, won't</i></p>	<p><a href="#">Florida Standards Phonics Handbook</a></p>	
Reading Informational	Identify the main topic and retell key details of a text.	<p><i>Reading Street,</i> Unit 3, Weeks 3-6</p> <p><i>National Geographic,</i> Earth Science: Chapters 1-3 (Land and Water)</p> <p><i>Content Connections Big Book,</i></p>	

	<p>Craft and Structure</p> <p>Use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text.</p>	<p>Bird's Eye View Life in a Rural Community</p> <p><i>CPALMS,</i> <a href="#">Traveling with Clifford</a></p>	
<p>Science</p>	<p><a href="#">SC.1.E.6.1</a></p> <ul style="list-style-type: none"> <li>describe components that appear on Earth's surface, including water, rocks, soil, and living organisms;</li> <li>understand that these components are exclusive to Earth's surface and are not found in other layers of Earth's crust; and</li> <li>recognize that both living and nonliving objects are found on Earth's surface.</li> </ul> <p><a href="#">SC.1.E.6.2</a></p> <ul style="list-style-type: none"> <li>explain that all organisms on Earth need water to live;</li> <li>recognize that many organisms live in water; and</li> <li>describe procedures involving water safety. These include, but are not limited to, swimming only when a lifeguard is on duty and wearing appropriate clothing and equipment when participating in water-related activities (e.g., life jackets when boating).</li> </ul>	<p><i>National Geographic,</i> Earth Science: Chapters 1-3 (Land and Water)</p>  <p><a href="#">SC.1.E.6.1</a></p> <ul style="list-style-type: none"> <li><a href="#">What Makes Up a Mountain?</a></li> <li><a href="#">Describing Soil</a></li> </ul> <p><a href="#">SC.1.E.6.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Where Would It Fall</a> (note: addresses Earth's surface is covered with water)</li> </ul> <p>Click <a href="#">HERE</a> for Science Supplemental Materials</p>	
<p>Social Studies</p>	<p><a href="#">SS.1.G.1.2</a>, <a href="#">SS.1.G.1.3</a>, <a href="#">SS.1.G.1.4</a></p> <p>Identify places in Florida on a physical, political, and cultural maps.</p> <p><a href="#">SS.1.G.1.5</a></p> <p>Identify and construct a basic map using key elements.</p> <p><a href="#">SS.1.G.1.6</a></p> <p>Describe how location, weather, and physical environment affect the way people live in our community.</p>	<p><i>CPALMS,</i> <a href="#">Traveling with Clifford</a></p> <p><i>Content Connections Big Book,</i> Bird's Eye View Life in a Rural Community</p> <p><i>Safari Montage,</i> Economics Tab – Florida</p> <p><a href="#">Social Studies Supplemental Materials</a></p>	

Reading Literature	Key Ideas and Details	Identify the central message or lesson.	Reading Street, Unit 3, Weeks 3-6
	Craft and Structure	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
Speaking and Listening		<p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to gather additional information.</p> <p>Describe people, places, and things with relevant details, expressing ideas and feelings clearly.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation.</p>	Use RI and RL text selections to include S&L tasks in lesson design
Writing		<p>narrative</p> <p>Write narratives that 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.</p>	Florida Standards Writing Guide

Language	<p><u>Conventions</u>: verbs that do not add –s; verbs for past and for future; verbs <i>am, is, are, was, were</i>; contractions with <i>not</i></p> <p><u>Vocabulary</u>: descriptive words; dictionary/glossary; context clues</p> <p><u>Handwriting</u>: (D’Nealian) R and r, letter size; C and c, letter s Suggested Pacing; V and v, left-to-right progression; J and j, letter slant</p>	<a href="#">Florida Standards Phonics Handbook</a>	
Annual Heritage and History Month Observance	<p>February: Black History Month</p> <p>To recognize the contributions of African Americans and foster a better understanding of the African American experience. Carter G. Woodson, who in 1926 spearheaded Negro History Week, started the observation. It was expanded to a month in 1976. February was chosen because of the birthdays of Frederick Douglas and Abraham Lincoln, two people who had a dramatic impact on the lives of African Americans.</p>		

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**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 20 –  
28 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

**Concept Description:**

Concept 3-2: *Sun and Stars*

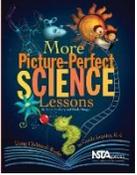
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.3.3f</b> Read words with inflectional endings.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>LAFS.1.RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>LAFS.1.RI.2.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>LAFS.1.RI.3.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>LAFS.1.RI.3.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>LAFS.1.RL.3.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>LAFS.1.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>LAFS.1.L.1.1.a</b> Print all upper- and lowercase letters.</p> <p><b>LAFS.1.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SC.1.N.1.1</b> Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.</p> <p><b>SC.1.N.1.2</b> Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.</p> <p><b>SC.1.E.5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.</p> <p><b>SC.1.E.5.3</b> Investigate how magnifiers make things appear bigger and help people see things they could not see without them.</p> <p><b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun.</p>
<b>Big Idea</b>	

The sky

**Essential Outcome Questions**

What can you see in the sky?  
 What can you observe about the sun?  
 How do you use telescopes to observe objects in the sky?

Aligned Learning Goals		Resources	Strategies for Differentiation				
		Click <a href="#">HERE</a> for Additional Resources					
Reading Foundational	<p><u>Phonemic Awareness</u>: segment and blend phonemes, change initial or final phonemes; isolate initial phonemes; change phonemes; segment and blend phonemes or syllables</p> <p><u>Phonics</u>: read and spell using vowel digraphs /ay/ /ai/ /ea/, plural and singular possessives, adding endings; read and spell using vowel digraphs /oa/ /ow/ /ie/ /igh/; three-letter consonant blends; consonant patterns kn, wr</p> <p><u>Spelling</u>: words with <i>ai</i> and <i>ay</i>; words with <i>ea</i>; words with <i>oa</i>, <i>ow</i>; words with <i>ie</i>, <i>igh</i></p> <p><u>High Frequency Words</u>: <i>about, enjoy, give, surprise, worry, would, colors, draw, drew, great, over, show, sign, found, mouth, once, took, wild, above, eight, laugh, moon, touch</i></p>	<p style="text-align: center;"><a href="#">Florida Standards Phonics Handbook</a></p>					
	Reading Informational		<table border="1"> <tr> <td data-bbox="210 1039 315 1218">Key Ideas and Details</td> <td data-bbox="315 1039 875 1218">Ask and answer questions about key details in a text.  Describe the connection between two events in a text.</td> </tr> <tr> <td data-bbox="210 1218 315 1432">Craft and Structure</td> <td data-bbox="315 1218 875 1432">Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td> </tr> </table>	Key Ideas and Details	Ask and answer questions about key details in a text.  Describe the connection between two events in a text.	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Key Ideas and Details	Ask and answer questions about key details in a text.  Describe the connection between two events in a text.						
Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						

	Knowledge and Integration of Ideas	<p>Use the illustrations and details in a text to describe its key ideas.</p> <p>Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
Science		<p><a href="#">SC.1.E.5.1</a></p> <ul style="list-style-type: none"> <li>explain that there are more stars in the sky than can be counted by humans, including scientists.</li> <li>describe a view of the night sky including the vast number of stars and the uneven placement of stars in the sky.</li> </ul> <p><a href="#">SC.1.E.5.3</a></p> <ul style="list-style-type: none"> <li>explain that some tools (e.g., telescopes) aid the human eye;</li> <li>understand that these tools make objects appear bigger and closer; and</li> <li>describe what can be seen with these tools that cannot be seen with the eye alone.</li> </ul> <p><a href="#">SC.1.E.5.4</a></p> <ul style="list-style-type: none"> <li>identify and describe beneficial properties of the Sun (e.g., providing warmth, light, and energy for photosynthesis).</li> <li>identify and describe harmful properties of the Sun (e.g., UV rays, eye damage).</li> </ul>	<p style="text-align: center;"><i>National Geographic,</i> Earth Science: Chapters 1-3 (Sun and Stars)</p> <div style="text-align: center;">  </div> <p><a href="#">SC.1.E.5.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Emmy's Moon and Stars</a></li> </ul> <p><a href="#">SC.1.E.5.3</a></p> <ul style="list-style-type: none"> <li><a href="#">Salt Crystals</a></li> </ul> <p style="text-align: center;">Click <a href="#">HERE</a> for Science Supplemental Materials</p>	<div style="text-align: center;">  </div> <p><a href="#">SC.1.E.5.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Stargazers</a></li> </ul> <p><a href="#">SC.1.E.5.4</a></p> <ul style="list-style-type: none"> <li><a href="#">Sunshine On My Shoulders</a></li> </ul>
Reading Literature	Integration of Knowledge and Ideas	<p>Contrast the adventures and experiences of characters in stories.</p>	<p style="text-align: center;"><i>Reading Street,</i> Unit 4, Weeks 1-4</p>	
Speaking and Listening		<p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p style="text-align: center;">Use RI and RL text selections to include S&amp;L tasks in lesson design</p>	

	<p>Ask and answer questions about what a speaker says in order to gather additional information.</p> <p>Describe people, places, and things with relevant details, expressing ideas and feelings clearly.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation.</p>		
Writing	<p>informative/explanatory</p> <p>Write to name a topic.</p> <p>Write to supply some facts about the topic.</p> <p>Provide some sense of closure.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: adjectives (color and shape); adjectives for size; adjectives for what kind</p> <p><u>Vocabulary</u>: time and order words; compound words; sort nouns and verbs; context clues</p> <p><u>Handwriting</u>: (D’Nealian) M and m, letter size; L and l, letter s Suggested Pacing; F and f, left-to-right progression; Z and z, letter slant</p>	<a href="#">Florida Standards Phonics Handbook</a>	
Annual Heritage and History Month Observance	<p><b>March: National Women’s History Month</b></p> <p>Women’s History Month started as Women’s History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. The month recognizes the important contributions made by women through programs in school, workplaces and communities.</p>	<p><i>Content Connections Big Book,</i> Women of Courage</p>	

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Concept 4-1  
Quarter 4

**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 20 –  
28 days  
Teachers should adjust instructional  
Suggested Pacing based on student  
data.

**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

Concept Description:	
Concept 4-1: <i>Past and Present</i>	
Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.3.3f</b> Read words with inflectional endings.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.1.3</b> Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p><b>LAFS.1.RI.2.5</b> Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>LAFS.1.RI.3.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>LAFS.1.RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>LAFS.1.RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>LAFS.1.RL.2.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>LAFS.1.W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. LACC.1.W.6: with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>SS.1.A.1.2</b> Understand how to use the media center/other sources to find answers to questions about a historical topic. Remarks/Examples: Examples may include, but are not limited to, databases, audio or video recordings, and books.</p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</p> <p><b>SS.1.A.2.2</b> Compare life now with life in the past. Remarks/Examples: Examples may include, but are not limited to, comparing school, families, work, and community life.</p> <p><b>SS.1.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. Remarks/Examples: Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p> <p><b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. Remarks/Examples: Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p> <p><b>SS.1.A.2.5</b> Distinguish between historical fact and fiction using various materials. Remarks/Examples: Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</p>

**LAFS.1.W.3.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.1.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LAFS.1.L.1.1.a** Print all upper- and lowercase letters.

**LAFS.1.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Big Idea**

Past and Present

**Essential Outcome Questions**

What are the similarities and differences of life in the present and life in the past?  
 How can the Media Center or other sources be used to answer questions about historical topics?

Aligned Learning Goals		Resources	Strategies for Differentiation
		Click <a href="#">HERE</a> for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: segment and blend phonemes, segment and blend syllables, change phonemes, remove phonemes, create words</p> <p><u>Phonics</u>: compound words, vowel digraphs <i>ue, ew, ui</i>; suffixes <i>-ly</i> and <i>-ful</i>; vowel sound in <i>moon: oo</i>; diphthongs <i>ow, ou</i>; final syllable <i>-le</i>; vowel patterns <i>ow, ou</i>, syllables V/CV, VC/V</p> <p><u>Spelling</u>: compound words; words with suffixes <i>-ly</i> and <i>-ful</i>; words with <i>ow</i>; words with <i>ou</i></p> <p><u>High Frequency Words</u>: <i>picture, remember, room, stood, thought, across, because, dance, only, opened, shoes, told, along, behind, eyes, never, pulling, toward, door, loved, should, wood</i></p>	<p><a href="#">Florida Standards Phonics Handbook</a></p>	
	Reading Informational		

	Craft and Structure	Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p><i>Smart Center,</i> Then and Now</p> <p><i>CPALMS,</i> Looking for Lincoln Throughout His Life</p> <p><i>Content Connections Big Book,</i> Needs Past and Present Men of Invention</p>
	Integration of Knowledge and Ideas	Identify the reasons an author gives to support points in a text.	
Social Studies		<p><a href="#">SS.1.A.1.2</a> Understand how to use the Media Center and/or other resources to answer questions about historical topics.</p> <p><a href="#">SS.1.A.2.1</a>, <a href="#">SS.1.A.2.2</a>, <a href="#">SS.1.A.2.3</a>, <a href="#">SS.1.A.2.4</a>, <a href="#">SS.1.A.2.5</a> Identify the similarities and differences (compare and contrast) of life in the present to life in the past.</p>	<p><i>Smart Center,</i> Then and Now</p> <p><i>CPALMS,</i> Looking for Lincoln Throughout His Life</p> <p><i>Content Connections Big Book,</i> Needs Past and Present Men of Invention</p> <p><i>Safari Montage,</i> Grade 1 Social Studies Tab – American History</p> <p><a href="#">Social Studies Supplemental Materials</a></p>
Reading Literature	Key Ideas and Details	Ask and answer questions about key details in a text.	<p><i>Reading Street,</i> Unit 4, Weeks 5-6 Unit 5, Weeks 1-2</p>
	Craft and Structure	Describe characters, settings, and major events in a story, using key details.	
		Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
Speaking and Listening		<p>Build on others’ talk in conversations responding to the comments of others through multiple exchanges.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Use RI and RL text selections to include S&amp;L tasks in lesson design</p>

	<p>Ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences when appropriate to task and situation.</p>		
Writing	<p>informative/explanatory</p> <p>Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>opinion</p> <p>Name the topic or book being written about.</p> <p>Introduce the topic.</p> <p>State an opinion.</p> <p>Supply a reason for the opinion.</p> <p>Provide some sense of closure.</p>	<p>Florida Standards Writing Guide</p>	
Language	<p><u>Conventions</u>: adjectives for how many; articles; adjectives that compare; imperative sentences; pronouns</p> <p><u>Vocabulary</u>: dictionary/glossary; compound words; synonyms; using a dictionary and glossary</p> <p><u>Handwriting</u>: (D’Nealian) numbers 1-5, word s Suggested Pacing; numbers 6-10, word s Suggested Pacing; numbers 11-15, word s Suggested Pacing; numbers 16-20, word s Suggested Pacing</p>	<p><a href="#">Florida Standards Phonics Handbook</a></p>	

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Concept 4-2  
Quarter 4

**Academic Plan 2017-2018**  
**Literacy – Grade One ( Course #5010042, #5020020, #5021030)**

Suggested Pacing Range: 20 –  
28 days

Teachers should adjust instructional  
Suggested Pacing based on student  
data.

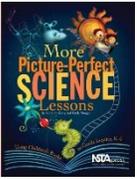
**Adopted Instructional Materials:** *Pearson, Reading Street; National Geographic, Science; Content Connections Big Books & Smart Centers*

**Concept Description:**

Concept 4-2: *Pushes and Pulls and Economics*

Standards	
Language Arts Florida Standards	Next Generation Sunshine State Standards
<p><b>LAFS.1.RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>LAFS.1.RF.3.3b</b> Decode regularly spelled one-syllable words.</p> <p><b>LAFS.1.RF.3.3f</b> Read words with inflectional endings.</p> <p><b>LAFS.1.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>LAFS.1.RI.2.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>LAFS.1.RI.2.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>LAFS.1.RI.3.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>LAFS.1.RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>LAFS.1.RL.2.6</b> Identify who is telling the story at various points in a text.</p> <p><b>LAFS.1.RL.3.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>LAFS.1.SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>LAFS.1.W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>LAFS.1.W.3.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>SC.1.P.12.1</b> Demonstrate and describe the various ways that objects move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.</p> <p><b>SC.1.P.13.1</b> Demonstrate that the way to change the motion of an object is by applying a push or a pull.</p> <p><b>SS.1.A.3.1</b> Use terms related to time to sequentially order events that have occurred in school, home, or community. Remarks/Examples: Examples may include, but are not limited to, days, weeks, months, and years.</p> <p><b>SS.1.A.3.2</b> Create a timeline based on the student's life or school events, using primary sources. Remarks/Examples: Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.</p> <p><b>SS.1.E.1.1</b> Recognize that money is a method of exchanging goods and services. Remarks/Examples: An example is coins/bills versus bartering or trading.</p> <p><b>SS.1.E.1.2</b> Define opportunity costs as giving up one thing for another. Remarks/Examples: Examples are giving up television to do homework and buying candy versus saving for later purchase.</p> <p><b>SS.1.E.1.3</b> Distinguish between examples of goods and services. Remarks/Examples: Examples are goods: hamburger; services: sweeping the floor.</p> <p><b>SS.1.E.1.4</b> Distinguish people as buyers, sellers, and producers of goods and services.</p> <p><b>SS.1.E.1.5</b> Recognize the importance of saving money for future purchases.</p> <p><b>SS.1.E.1.6</b> Identify that people need to make choices because of scarce resources. Remarks/Examples: Examples are not enough time to do all activities or not enough red crayons.</p>

<p><b>LAFS.1.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>LAFS.1.L.1.1.a</b> Print all upper- and lowercase letters.</p> <p><b>LAFS.1.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
<b>Big Ideas</b>			
Science		Social Studies	
Things move		Economics	
<b>Essential Outcome Questions</b>			
Science		Social Studies	
What are pushes and pulls? What ways do objects move?		How do you use and create a timeline to order events that have occurred in school, home, or community? What is the difference between goods and services? Why is it important to save money for future purchases?	
<b>Aligned Learning Goals</b>		<b>Resources</b>	<b>Strategies for Differentiation</b>
		Click <a href="#">HERE</a> for Additional Resources	
Reading Foundational	<p><u>Phonemic Awareness</u>: isolate medial phonemes, segment and blend phonemes, change phonemes, create words, rhyming words, remove phonemes</p> <p><u>Phonics</u>: vowel sound in foot: <i>oo</i>, adding endings; diphthongs: <i>oi</i>, <i>oy</i>; suffixes <i>-er</i>, <i>-or</i>; vowel sound in <i>ball</i>: <i>aw</i>, <i>au</i>, vowel digraphs and diphthongs; prefixes <i>un-</i>, <i>re-</i>, long <i>o</i>: <i>o</i>, long <i>i</i>: <i>i</i></p> <p><u>Spelling</u>: words with <i>oo</i>, <i>oi</i>, <i>oy</i>; words with <i>aw</i>; words with prefixes <i>un-</i>, <i>re-</i></p> <p><u>High Frequency Words</u>: <i>among</i>, <i>another</i>, <i>instead</i>, <i>none</i>, <i>against</i>, <i>goes</i>, <i>heavy</i>, <i>kinds</i>, <i>today</i>, <i>built</i>, <i>early</i>, <i>learn</i>, <i>science</i>, <i>through</i>, <i>answered</i>, <i>carry</i>, <i>different</i>, <i>poor</i></p>	<a href="#">Florida Standards Phonics Handbook</a>	

Reading Informational	Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p><i>Reading Street,</i> Unit 5, Weeks 3-6</p> <p><i>National Geographic,</i> Physical Science: Chapters 1-2 (Pushes and Pulls)</p>	
	Integration of Knowledge and Ideas	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Science	<p><a href="#">SC.1.P.12.1</a></p> <ul style="list-style-type: none"> <li>observe that objects can move in different ways;</li> <li>describe the various ways in which objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow); and</li> <li>demonstrate different types of motion using everyday objects.</li> </ul> <p><a href="#">SC.1.P.13.1</a></p> <ul style="list-style-type: none"> <li>observe that motion can be altered by various methods;</li> <li>demonstrate the methods of changing an object's motion (push or pull); and</li> <li>recognize that a force (push or pull) must be applied to change an object's motion.</li> </ul>	<p><i>National Geographic,</i> Physical Science: Chapters 1-2 (Pushes and Pulls)</p>  <p><a href="#">SC.1.P.12.1</a>, <a href="#">SC.1.P.13.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Marble Roll</a></li> <li><a href="#">Rolling Marbles</a></li> </ul> <p>Click <a href="#">HERE</a> for Science Supplemental Materials</p>	 <p><a href="#">SC.1.P.12.1</a></p> <ul style="list-style-type: none"> <li><a href="#">Roller Coasters</a></li> </ul>	
Social Studies	<p><a href="#">SS.1.A.3.1</a>, <a href="#">SS.1.A.3.2</a></p> <p>Create and use a timeline to order events that have occurred in school, home, or community.</p> <p><a href="#">SS.1.E.1.1</a>, <a href="#">SS.1.E.1.2</a></p> <p>Understand give examples of goods and services.</p> <p><a href="#">SS.1.E.1.2</a>, <a href="#">SS.1.E.1.5</a></p> <p>Explain the importance of saving money to purchase something at a later date.</p> <p><a href="#">SS.1.E.1.4</a></p> <p>Identify buyers, sellers, and producers.</p>	<p><i>Smart Center,</i> Needs and Wants</p> <p><i>Content Connections Big Book,</i> Using Timelines Needs and Our Wants</p> <p><i>CPALMS</i> Looking for Lincoln Throughout His Life</p>		

		<p><b>SS.1.E.1.6</b> Identify that people need to make choices because of limited resources.</p>	<p><i>Safari Montage,</i> <a href="#">Economics – Saving, Spending and Investing Money - Video</a></p> <p><a href="#">Social Studies Supplemental Materials</a></p>	
Reading Literature	Key Ideas and Details	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p><i>Reading Street,</i> Unit 5, Weeks 3-6</p>	
	Craft and Structure	Identify who is telling the story at various points in a text.		
	Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.		
Speaking and Listening		<p>Build on others’ talk in conversations responding to the comments of others through multiple exchanges.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Use RI and RL text selections to include S&amp;L tasks in lesson design</p>	

	Produce complete sentences when appropriate to task and situation.		
Writing	<p>opinion</p> <p>Name the topic or book being written about.</p> <p>Introduce the topic.</p> <p>State an opinion.</p> <p>Supply a reason for the opinion.</p> <p>Provide some sense of closure.</p> <p>Write opinion pieces that introduce the topic or name the book being written about, state an opinion and supply a reason for the opinion, and provide some sense of closure.</p>	Florida Standards Writing Guide	
Language	<p><u>Conventions</u>: pronouns <i>I</i> and <i>me</i>; adverbs; prepositions and prepositional phrases</p> <p><u>Vocabulary</u>: sort nouns and verbs; use context clues; compound words; time and order words</p> <p><u>Handwriting</u>: (D’Nealian) write sentences; word s Pacing; sentences: word s Suggested Pacing; word s Suggested Pacing</p>	<a href="#">Florida Standards Phonics Handbook</a>	
Annual Heritage and History Month Observance	<p><b>May: Asian/Pacific American Heritage &amp; Older Americans Month</b></p> <p>Asian/Pacific American Heritage observation originally began as Asian/Pacific Heritage week on July 10, 1978. In 1992, President Bush signed legislation designated May as Asian/Pacific American Heritage Month. The term Asian/Pacific American includes many ethnic groups with diverse cultures. The month celebrates the collective achievements of the many different communities.</p> <p>Older Americans Month was established by presidential proclamation to honor the contributions of older Americans to society. Begun in 1962, Older Americans Month is a time to celebrate and reflect on the unique contributions of older Americans in our society.</p>		

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