



	L1	L2	L3	L4	L5	L6	L7	L8
LAFS.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	*	*	*	*	*	*	*	*
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.RI.3.7 Use the illustrations and details in a text to describe its key ideas.	*	*	*	*	*	*	*	*
LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	*	*	*	*	*	*	*	*
LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	*	*	*	*	*	*	*	*
LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	*	*	*	*	*	*	*	*
LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	*	*	*	*	*	*	*	*
LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	*	*	*	*	*	*	*	*
LAFS.1.W.1.3 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.			*					
LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	*	*	*	*	*	*	*	*
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.	*	*	*	*	*	*	*	*
<b>FLORIDA MATH STANDARDS BENCHMARK CODE</b>								
MAFS.1.G.1.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes				*				
MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.				*				
<b>ESOL STRATEGIES</b>								
Audiovisual Aids	Throughout All Lessons							
Hands-on Activities								
Simplified Grammatical Structures								
Incorporate Prompts, Cues and Facial Expressions								
Simplified Worksheets								
Teacher Modeling								
Use of Illustrations and Diagrams								
Use of Simple Direct Language								
Explanation of Key Concepts Supported by Graphics								
Application of Concepts through Use of Journal Responses								
<b>SPECIAL NEEDS</b>								
Visit <a href="http://SaferSmarterKids.org">SaferSmarterKids.org</a> to access the Lauren's Kids <i>Safer, Smarter Kids for Children with Special Needs</i> .								