



First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Weeks: 1-3	Instructional Days: 14	Date: 08/20/18 - 09/07/18
<p style="text-align: center; background-color: #e0e0e0; margin: 0;">MCGRAW HILL INSTRUCTIONAL READING FOCUS</p> <p>Start Smart - Laying the Foundations with the Instructional Routines & Procedures</p> <p>Listening Comprehension: Share the Rhyme: Week 1: “The Game” and “Helping Hands” Week 2: “Where Are We” and “Rain Forest” Week 3: “Our Bike” and “Zoom”</p> <p>Read Aloud: Week 1: “The Three Billy Goats Gruff” and “Elephants” Week 2: “Jack and the Beanstalk” and “Let’s Explore” Week 3: “The Tortoise and the Hare” and “How Do We Get Around?”</p> <p>Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center; margin: 0;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p>LAFS.1.RL.1.1 Evidence Ask and answer questions about key details in a text. (2)</p> <p>LAFS.1.RI.1.1 Evidence Ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center; margin: 0;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>LAFS.1.RI.3.9 Multi-Text Identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, or procedures). (3)</p> </div> <p>Mini-Lessons: Build Background Word Work High Frequency Words Listening Comprehension</p>	<p style="text-align: center; background-color: #e0e0e0; margin: 0;">ACADEMIC WRITING</p> <ul style="list-style-type: none"> Organize the Reading/Writing Notebook Explain Text Types and Purposes for Writing: Narrative, Explanatory, and Opinion <p>Task: Student will write sentences about various topics, stating details or opinion.</p> <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.(3)</p> <p>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.(3)</p> <p>LAFS.1.L.1.1.a Print all upper- and lowercase letters.(2)</p> <p>LAFS.1.L.1.2.a Capitalize dates and names of people.(1)</p> <p>LAFS.1.L.1.2.b Use end punctuation for sentences.(1)</p>	<p style="text-align: center; background-color: #800000; color: white; margin: 0;">SOCIAL STUDIES CONNECTION</p> <p>CIVICS (3weeks/14 days)</p> <p>SS.1.C.1.1 Explain the purpose of rules and laws in the school and community. SS.1.C.2.1 Explain the rights and responsibilities students have in the school community. SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community. SS.1.C.2.4 Show respect and kindness to people and animals. SS.1.A.1.1 Develop an understanding of a primary source.</p> <p>Topic 1: Rules at school, home and in the community</p> <ul style="list-style-type: none"> Rules that establish order and safety Appropriate behavior <ul style="list-style-type: none"> At home At school On the school bus In the community Qualities of a good citizen <ul style="list-style-type: none"> Working together Acting honestly Acting responsibly Making good choices Respecting rights, property and privacy of others Rights and responsibilities of citizens Need for rules and laws in a community Civic participation in the school community <p>Please see Civics in a Snap Lessons related to these topics (right click on the icon below to open Hyperlink)</p> <div style="text-align: center; margin-top: 10px;">  </div>


First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 4	Instructional Days: 4	Date: 09/11/18 - 09/14/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 1)</p> <p>Literature Big Book: “This School Year Will Be THE BEST!” Reading/Writing Workshop: “Jack Can” Interactive Read Aloud: “Schools Around the World” Literature Anthology: “Nat and Sam” Paired Read: “Rules at School”</p> <p>Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RL.1.1 Evidence</u> Ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RI.2.5 Structure (Text Features)</u> 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. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RL.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a story to describe its characters, setting, or events. (2)</p> <p><u>LAFS.1.RI.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Visualize Comprehension Skill: Key Details Phonics: Short a /a/ Text Feature: Photographs</p> <p>High-Frequency Words: does, not, school, what</p> <p>Vocabulary (Oral): learn, subjects, common, object, recognize</p>	<p>Unit 1 – (Week 1)</p> <p>Writing Trait: Ideas</p> <p>Task: Student will write a personal narrative to recount the first day of school, following writing process.</p> <p>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.(3)</p> <p>Grammar/Mechanics Skills: Sentences and Capitalization</p> <p>LAFS.1.L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>CIVICS (2 weeks/9 days)</p> <p><u>SS.1.C.1.2</u> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. <u>SS.1.C.1.3</u> Give examples of the use of power without authority in the school and community. <u>SS.1.C.3.1</u> Explain how decisions can be made or how conflicts might be resolved in fair and just ways. <u>SS.1.A.1.1</u> Develop an understanding of a primary source.</p> <p>Topic 2: People and Authority</p> <ul style="list-style-type: none"> • Examples of people with authority <ul style="list-style-type: none"> ○ In school ○ In the community • People from history who have shown authority while being fair and honest • Conflict Resolution • Resolving conflict • Being fair and just • Acting fairly by following rules <p>Please see Civics in a Snap Lessons related to these topics (right click on the icon below to open Hyperlink)</p> <div style="text-align: center;">  </div>

G1 Q1 Week 4

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#). The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.


First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 5	Instructional Days: 4	Date: 09/17/18 - 09/21/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 2)</p> <p>Literature Big Book: “Alicia’s Happy Day” Reading/Writing Workshop: “Six Kids” Interactive Read Aloud: “The City Mouse and the County Mouse” Literature Anthology: “Go, Pip!” Paired Read: “I Live Here”</p> <p>Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RL.1.1 Evidence</u> Ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RI.2.5 Structure (Text Features)</u> 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. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RI.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Visualize Comprehension Skill: Key Details Phonics: Short i /i/ Text Feature: Bold Print</p> <p>High-Frequency Words: down, out, up, very</p> <p>Vocabulary (Oral): city, country, bored, feast, scurried</p>	<p>Unit 1 – (Week 2)</p> <p>Writing Trait: Ideas</p> <p>Task: Student will write descriptive sentences to tell how a place looks and sounds, following writing process.</p> <p><u>LAFS.1.W.2.5</u> 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.(3)</p> <p>Grammar/Mechanics Skills: Word Order and Sentence Punctuation</p> <p><u>LAFS.1.L.1.2.b</u> Use end punctuation for sentences.</p>	<p>CIVICS (2 weeks/9 days)</p> <p><u>SS.1.C.1.2</u> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. <u>SS.1.C.1.3</u> Give examples of the use of power without authority in the school and community. <u>SS.1.C.3.1</u> Explain how decisions can be made or how conflicts might be resolved in fair and just ways. <u>SS.1.A.1.1</u> Develop an understanding of a primary source.</p> <p>Topic 2: People and Authority</p> <ul style="list-style-type: none"> • Examples of people with authority <ul style="list-style-type: none"> ○ In school ○ In the community • People from history who have shown authority while being fair and honest • Conflict Resolution • Resolving conflict • Being fair and just • Acting fairly by following rules <p>Please see Civics in a Snap Lessons related to these topics (right click on the icon below to open Hyperlink)</p> <div style="text-align: center;">  </div>

G1 Q1 Week 5

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#). The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.


First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 6	Instructional Days: 5	Date: 09/24/18 - 09/28/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 3)</p> <p>Literature Big Book: “Cool Dog, School Dog” Reading/Writing Workshop: “A Pig for Cliff” Interactive Read Aloud: “Our Pets” Literature Anthology: “Flip” Paired Read: “What Pets Need”</p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RL.1.1 Evidence</u> Ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RI.2.5 Structure (Text Features)</u> 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. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RI.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> <p><u>LAFS.1.RL.3.9 Multi-Text</u> Compare and contrast the adventures and experiences of characters in stories. (3)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Visualize Comprehension Skill: Key Details Phonics: I-Blends Text Feature: Labels</p> <p>High-Frequency Words: be, come, good, pull</p> <p>Vocabulary (Oral): care, train, companion, groom, popular</p>	<p>Unit 1 – (Week 3)</p> <p>Writing Trait: Ideas</p> <p>Task: Student will write descriptive sentences about a pet to tell about the pet’s special features, following writing process.</p> <p><u>LAFS.1.W.2.5</u> 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.(3)</p> <p>Grammar/Mechanics Skills: Writing Declarative Statements with Capitalization and Punctuation</p> <p><u>LAFS.1.L.1.2.b</u> Use end punctuation for sentences.</p>	<p>CIVICS (2 weeks/9 days)</p> <p><u>SS.1.C.2.3</u> Identify ways students can participate in the betterment of their school and community. <u>SS.1.C.2.1</u> Explain the rights and responsibilities students have in the school community. <u>SS.1.C.2.4</u> Show respect and kindness to people and animals. <u>SS.1.A.1.1</u> Develop an understanding of a primary source.</p> <p>Topic 3: Good Citizens Help</p> <ul style="list-style-type: none"> • Working together in a group <ul style="list-style-type: none"> ○ Cooperation ○ Sharing ○ Group roles • Steps in working together <ul style="list-style-type: none"> ○ Plan together ○ Act together <p>Please see Civics in a Snap Lessons related to these topics (right click on the icon below to open Hyperlink)</p> <div style="text-align: center;">  </div>

G1 Q1 Week 6

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#) . The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.


First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 7	Instructional Days: 5	Date: 10/01/18 - 10/05/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 4)</p> <p>Literature Big Book: “Friends All Around” Reading/Writing Workshop: “Toss! Kick! Hop!” Interactive Read Aloud: “Games Long Ago” Literature Anthology: “Friends” Paired Read: “There Are Days and There Are Days”</p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RI.1.1 Evidence</u> Ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RL.2.4 Vocabulary</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RI.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 4: RANGE OR READING AND LEVEL OF TEXT COMPLEXITY</p> <p><u>LAFS.1.RI.3.9 Multi-Text</u> Identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, or procedures). (3)</p> <p><u>LAFS.1.RL.4.10 Complex Text</u> With prompting and support, read prose and poetry of appropriate complexity for grade 1. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details Phonics: Short o /o/ Literary Element: Rhyme High-Frequency Words: fun, make, they, too Vocabulary (Oral): cooperate, relationship, chore, collect, deliver</p>	<p>Unit 1 – (Week 4)</p> <p>Writing Trait: Organization</p> <p>Task: Student will write a personal narrative to recount a time he/she played with a friend, following writing process.</p> <p>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.(3)</p> <p>Grammar/Mechanics Skills: Writing Interrogative and Exclamatory Sentences with Question and Exclamation Marks</p> <p>LAFS.1.L.1.2.b Use end punctuation for sentences.</p>	<p>CIVICS (2 weeks/9 days)</p> <p>SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community. SS.1.C.2.1 Explain the rights and responsibilities students have in the school community. SS.1.C.2.4 Show respect and kindness to people and animals. SS.1.A.1.1 Develop an understanding of a primary source.</p> <p>Topic 3: Good Citizens Help</p> <ul style="list-style-type: none"> • Working together in a group <ul style="list-style-type: none"> ○ Cooperation ○ Sharing ○ Group roles • Steps in working together <ul style="list-style-type: none"> ○ Plan together ○ Act together <p>Please see Civics in a Snap Lessons related to these topics (right click on the icon below to open Hyperlink)</p> <div style="text-align: center; margin-top: 20px;">  </div>

G1 Q1 Week 7

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#) . The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.


First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 8	Instructional Days: 5	Date: 10/08/18 - 10/12/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 1 – (Week 5)</p> <p>Literature Big Book: “Move!” Reading/Writing Workshop: “Move and Grin!” Interactive Read Aloud: “Rabbit and Coyote Race” Literature Anthology: “Move It!” Paired Read: “Using Diagrams”</p> <p>Instructional Focus Standards:</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RI.1.1 Evidence</u> Ask and answer questions about key details in a text. (2)</p> </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RI.2.5 Structure (Text Features)</u> 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. (2)</p> </div> <div style="border: 2px solid black; padding: 5px;"> <p style="text-align: center; background-color: #f3f3f3;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RI.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> <p><u>LAFS.1.RI.3.9 Multi-Text</u> Identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, or procedures). (3)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Ask and Answer Questions Comprehension Skill: Key Details Phonics: r- and s- Blends Text Feature: Diagram</p> <p>High-Frequency Words: jump, move, run, two</p> <p>Vocabulary (Oral): exercise, physical, agree, difficult, exhausted</p>	<p>Unit 1 – (Week 5)</p> <p>Writing Trait: Organization</p> <p>Task: Student will write a personal narrative to recount a time he/she played a sport, following writing process.</p> <p>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.(3)</p> <p>Grammar/Mechanics Skills: Writing Sentences with Capitalization and Punctuation</p> <p>LAFS.1.L.1.2.b Use end punctuation for sentences.</p>	<p>CIVICS (3 weeks/14 days)</p> <p>SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.</p> <p>S.1.A.1.1 Develop an understanding of a primary source.</p> <p>S.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>Topic 4: Symbols of our country</p> <ul style="list-style-type: none"> • Democracy • National symbols <ul style="list-style-type: none"> ○ American Flag ○ Statue of Liberty ○ Bald Eagle ○ Washington Monument ○ Lincoln Memorial • Pledge of Allegiance • National Anthem <p style="text-align: center;">History Lab: US Symbol Washington Monument (right click on the icon below to open Hyperlink)</p> <div style="text-align: center; margin-top: 20px;">  </div>

G1 Q1 Week 8

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#) . The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.


First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 9	Instructional Days: 5	Date: 10/15/18 - 10/19/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 2 – (Week 1)</p> <p>Literature Big Book: “Millie Waits for the Mail” Reading/Writing Workshop: “Good Job, Ben!” Interactive Read Aloud: “Jobs Around Town” Literature Anthology: “The Red Hat” Paired Read: “Firefighters at Work”</p> <p>Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RL.1.3 Interactions</u> Describe characters, settings, and major events in a story, using key details. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RI.2.5 Structure (Text Features)</u> 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. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #d3d3d3;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RI.3.7 Multi-Media (Illustrations)</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> <p><u>LAFS.1.RI.3.9 Multi-Text</u> Identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, or procedures).(3)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Make and Confirm Predictions Comprehension Skill: Character, Setting, Events Phonics: Short e Text Feature: Labels</p> <p>High-Frequency Words: again, help, new, there, use</p> <p>Vocabulary (Oral): community, occupation, astonishing, equipment, fortunately</p>	<p>Unit 2 – (Week 1)</p> <p>Writing Trait: Organization</p> <p>Task: Student will write a realistic story about a job, including a beginning, middle and end, following writing process.</p> <p>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.(3)</p> <p>Grammar/Mechanics Skills: Nouns and Commas in a Series</p> <p>LAFS.1.L.1.1.b Use common, proper, and possessive nouns.</p>	<p>CIVICS (3 weeks/14 days)</p> <p>SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. S.1.A.1.1 Develop an understanding of a primary source. S.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>Topic 4: Symbols of our country</p> <ul style="list-style-type: none"> • Democracy • National symbols <ul style="list-style-type: none"> ○ American Flag ○ Statue of Liberty ○ Bald Eagle ○ Washington Monument ○ Lincoln Memorial • Pledge of Allegiance • National Anthem <p style="text-align: center;">History Lab: US Symbol Washington Monument (right click on the icon below to open Hyperlink)</p> <div style="text-align: center; margin-top: 20px;">  </div>

G1 Q1 Week 9

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#) . The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.

First Grade – Quarter 1 Year-At-A-Glance 2018-2019

Week: 10	Instructional Days: 4	Date: 10/22/18 - 10/25/18
MCGRAW HILL INSTRUCTIONAL READING FOCUS	ACADEMIC WRITING	SOCIAL STUDIES CONNECTION
<p>Unit 2 – (Week 2)</p> <p>Literature Big Book: “The 3 Little Dassies” Reading/Writing Workshop: “Cubs in a Hut” Interactive Read Aloud: “The Three Little Pigs” Literature Anthology: “The Pigs, the Wolf and the Mud” Paired Read: “Homes Around the World”</p> <p>Instructional Focus Standards:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 1: KEY IDEAS AND DETAILS</p> <p><u>LAFS.1.RL.1.3 Interactions</u> Describe characters, settings, and major events in a story, using key details. (2)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 2: CRAFT STRUCTURE</p> <p><u>LAFS.1.RI.2.5 Structure (Text Features)</u> 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. (2)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #e6e6e6;">CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p><u>LAFS.1.RL.3.7 Multi-Media (Illustrations)</u> Use illustrations and details in a story to describe its characters, setting, or events. (2)</p> </div> <p>Mini-Lessons: Comprehension Strategy: Make and Confirm Predictions Comprehension Skill: Character, Setting, Events Phonics: Short u Text Feature: Captions</p> <p>High-Frequency Words: could, live, one, then, three</p> <p>Vocabulary (Oral): shelter, materials, collapsed, furious, refused</p>	<p>Unit 2 – (Week 2)</p> <p>Writing Trait: Organization</p> <p>Task: Student will write a story about building a house, including a beginning, middle and end, following writing process.</p> <p>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.(3)</p> <p>Grammar/Mechanics Skills: Singular and Plural Nouns and Apostrophe with Contractions</p> <p>LAFS.1.L.1.1.b Use common, proper, and possessive nouns.</p>	<p>CIVICS (3 weeks/14 days)</p> <p>SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. S.1.A.1.1 Develop an understanding of a primary source. S.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>Topic 4: Symbols of our country</p> <ul style="list-style-type: none"> • Democracy • National symbols <ul style="list-style-type: none"> ○ American Flag ○ Statue of Liberty ○ Bald Eagle ○ Washington Monument ○ Lincoln Memorial • Pledge of Allegiance • National Anthem <p>History Lab: US Symbol Washington Monument (right click on the icon below to open Hyperlink)</p> <div style="text-align: center; margin-top: 20px;">  </div>

G1 Q1 Week 10

The Florida Standards Access Points are **only** intended for students with disabilities (SWD) who have a significant cognitive disability and as such are participating on a modified curriculum, given parent consent, as per their Individualized Education Plan (IEP). Additional resources may be located by visiting [The FDOE Access Site: ELA Page](#) . The link to the Florida Standards Access Points and Essential Understandings for the time frame in this QAG can be found by clicking [HERE](#). Essential Understandings are the "actionable steps" your students can do in your classroom to show mastery towards a standard.