According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

### 90 Minute Uninterrupted Literacy Instruction

**Language Arts Florida Standards (LAFS) Strands:**
- Reading Standards for Literature,
- Reading Standards for Informational Text, Writing Standards, Speaking & Listening

**Whole & Collaborative Group**

*Includes Content Area Literacy*
Explicit instruction in reading, writing, speaking and listening

*(District Created ELA Modules)*

**Small Group**
Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

### Differentiated Foundational Skills Instruction

**30 Minutes**

**SIPPS**
Explicit instruction in foundational skills based on initial placement and subsequent progress monitoring within the program (Walk-To Model)

### Writing

**30 Minutes**
Explicit instruction in narrative, informative and opinion writing
### Language Arts Florida Standards for Grade 1

**Strands-Clusters** | **Standards/Learning Targets/Academic Language** | **Standards Number**
--- | --- | ---
**Strand:** Reading Foundational Skills  
**Cluster:** Print Concepts  
**Demonstrate understanding of the organization and basic features of print.**  
- **Students will:**  
  - locate the first word in a sentence, including identification of the capital letter that starts the first word in the sentence.  
  - locate the period that ends a sentence.  
  - locate the question mark that ends a question.  
**Academic Language:** print features, letters, words, sentences, capitalization, punctuation, period, question mark, exclamation point

| LAFS.1.RF.1.1  
| LAFS.1.RF.1.1a |

**Strand:** Reading Foundational Skills  
**Cluster:** Phonological Awareness  
**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**  
- **Students will:**  
  - identify whether a single-syllable word uses a long or short vowel.  
  - orally produce a single-syllable word through blending, including consonant blends.  
  - pronounce the isolated initial vowel, medial vowel, and final phonemes in a spoken single-syllable words.  
  - segment spoken single-syllable words in the correct sequence of the individual phonemes.  
**Academic Language:** letters, sounds, blend, segment, syllables, long vowels, short vowels

| LAFS.1.RF.2.2  
| LAFS.1.RF.2.2a  
| LAFS.1.RF.2.2b  
| LAFS.1.RF.2.2c  
| LAFS.1.RF.2.2d |
## Language Arts Florida Standards for Grade 1

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<thead>
<tr>
<th>Strands-Clusters</th>
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</table>
| **Strand:** Reading Foundational Skills | **Cluster:** Phonics and Word Recognition  
Know and apply grade-level phonics and word analysis skills in decoding words.  
- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
- b. Decode regularly spelled one-syllable words.  
- c. Know final -e and common vowel team conventions for representing long vowel sounds.  
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.  
- f. Read words with inflectional endings.  
- g. Recognize and read grade-appropriate irregularly spelled words.  
**Students will:**  
- decode common consonant digraphs.  
- decode regularly spelled one-syllable words.  
- decode final -e and common vowel team conventions for long vowel sounds.  
- count the number of syllables in a printed word, using knowledge that every syllable has a vowel.  
- decode two-syllable words by breaking them into syllables.  
- decode words with inflectional endings  
- decode grade-appropriate irregularly spelled words.  
**Academic Language:** phonics, decode, consonants, digraphs, syllables, vowel teams, long vowels, inflectional endings, final -e words, irregularly spelled words, segment | LAFS.1.RF.3.3  
LAFS.1.RF.3.3a  
LAFS.1.RF.3.3b  
LAFS.1.RF.3.3c  
LAFS.1.RF.3.3d  
LAFS.1.RF.3.3e  
LAFS.1.RF.3.3f  
LAFS.1.RF.3.3g |
| **Strand:** Reading Foundational Skills | **Cluster:** Fluency  
Read with sufficient accuracy and fluency to support comprehension.  
- a. Read grade-level text with purpose and understanding.  
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.  
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**Students will:**  
- read with sufficient accuracy and fluency to support comprehension of grade level text, including appropriate rate and expression.  
- use content to self-correct words mispronounced during an initial reading, rereading as necessary.  
**Academic Language:** fluency, accuracy, rate, expression, context, voice, timing, context clues | LAFS.1.RF.4.4  
LAFS.1.RF.4.4a  
LAFS.1.RF.4.4b  
LAFS.1.RF.4.4c |
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| Strand: Reading Literary Text: Cluster: Key Ideas and Details                                                                                                                | Ask and answer questions about key details in a text.  
  **Students will:**  
  - provide questions and/or answers that show understanding of key details in a text.  
  **Academic Language:** text, key details, literature | LAFS.1.RL.1.1    |
|                 | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
  **Students will:**  
  - provide a retelling of a story, including key details.  
  - provide an identification of the central message or lesson in a text.  
  **Academic Language:** retell, key details, central message, lesson | LAFS.1.RL.1.2    |
|                 | Describe characters, settings, and major events in a story, using key details.  
  **Students will:**  
  - provide a description of **characters** in a story using key details.  
  - provide a description of the **setting** of a story using key details.  
  - provide a description of the **major events** in a story using key details.  
  **Academic Language:** character, setting, events, story, key details | LAFS.1.RL.1.3    |
| Strand: Reading Informational Text Cluster: Key Ideas and Details                                                                                                            | Ask and answer questions about key details in a text.  
  **Students will:**  
  - provide questions and answers that show understanding of the key details in a text.  
  **Academic Language:** key details, informational text | LAFS.1.RI.1.1    |
|                 | Identify the main topic and retell key details of a text.  
  **Students will:**  
  - provide an identification of the topic of a text.  
  - provide a retelling of key details in a text.  
  **Academic Language:** main topic, main idea, key details, retell | LAFS.1.RI.1.2    |
|                 | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  
  **Students will:**  
  - provide a description of the connection between two **individuals** in a text.  
  - provide a description of the connections between two **events** in a text.  
  - provide a description of the connections between two **ideas or pieces of information** in a text.  
  **Academic Language:** individuals, events, ideas, information, connection | LAFS.1.RI.1.3    |
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| **Strand:** Reading **Literary Text:** | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
  **Students will:**  
  • provide an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses.  
  **Academic Language:** story, poem, five senses, sight, hearing, taste, touch, smell | LAFS.1.RL.2.4 |
| **Cluster:** 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.  
  **Students will:**  
  • provide an explanation of the major differences between books that tell stories and books that give information.  
  **Academic Language:** text types, stories, information | LAFS.1.RL.2.5 |
| **Strand:** Reading **Informational Text** | Identify who is telling the story at various points in a text.  
  **Students will:**  
  • provide an identification of who is telling the story at various points in a text.  
  **Academic Language:** characters | LAFS.1.RL.2.6 |
| **Cluster:** Craft and Structure | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
  **Students will:**  
  • demonstrate the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.  
  **Academic Language:** words, phrases, clarify | LAFS.1.RI.2.4 |
| | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  
  **Students will:**  
  • demonstrate knowledge and use of text features to locate key facts or information in a text. (e.g., headings, table of contents, glossary, electronic menu, icon, facts, information)  
  **Academic Language:** text features, heading, table of contents, glossary, electronic menu, icon, facts, information | LAFS.1.RI.2.5 |
| | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
  **Students will:**  
  • provide an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text.  
  **Academic Language:** pictures, illustrations, difference | LAFS.1.RI.2.6 |
### Language Arts Florida Standards for Grade 1

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<tbody>
<tr>
<td><strong>Strand:</strong> Reading <strong>Literary Text:</strong></td>
<td>Use illustrations and details in a story to describe its characters, setting, or events. <strong>Students will:</strong> • provide a description of characters, setting, or events from a story using illustrations and details from a story. <strong>Academic Language:</strong> illustrations, details, character, setting, event</td>
<td>LAFS.1.RL.3.7</td>
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<tr>
<td><strong>Cluster:</strong> Integration of Knowledge and Ideas</td>
<td>Compare and contrast the adventures and experiences of characters in stories. <strong>Students will:</strong> • provide a comparison and contrast of the adventures and experiences of characters in two or more stories. <strong>Academic Language:</strong> compare, contrast, characters, experiences, adventures</td>
<td>LAFS.1.RL.3.9</td>
</tr>
<tr>
<td><strong>Strand:</strong> Reading <strong>Informational Text</strong></td>
<td>Use the illustrations and details in a text to describe its key details. <strong>Students will:</strong> • demonstrate use of the illustrations and details in a text to describe the key ideas in the text. <strong>Academic Language:</strong> illustrations, key details</td>
<td>LAFS.1.RI.3.7</td>
</tr>
<tr>
<td><strong>Cluster:</strong> Integration of Knowledge and Ideas</td>
<td>Identify the reasons an author gives to support points in a text. <strong>Students will:</strong> • provide an identification of the reasons an author gives to support points in a text. <strong>Academic Language:</strong> reasons, support, author, points in a text</td>
<td>LAFS.1.RI.3.8</td>
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<td>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <strong>Students will:</strong> • provide an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). <strong>Academic Language:</strong> compare, contrast, topic, illustrations, descriptions, procedures</td>
<td>LAFS.1.RI.3.9</td>
</tr>
<tr>
<td><strong>Strand:</strong> Reading <strong>Literary Text:</strong> <strong>Cluster:</strong> Range of Reading and Level of Text Complexity</td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1. <strong>Students will:</strong> • read and comprehend grade-level literary texts. <strong>Academic Language:</strong> prose, poetry, sight words</td>
<td>LAFS.1.RL.4.10</td>
</tr>
<tr>
<td><strong>Strand:</strong> Reading <strong>Informational Text</strong> <strong>Cluster:</strong> Range of Reading and Level of Text Complexity</td>
<td>With prompting and support, read informational texts appropriately complex for grade 1. <strong>Students will:</strong> • read and comprehend grade-level non-fiction texts. <strong>Academic Language:</strong> informational text, sight words</td>
<td>LAFS.1.RI.4.10</td>
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<td><strong>Strand: Speaking and Listening</strong></td>
<td><strong>Cluster: Comprehension and Collaboration</strong></td>
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| Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (see a, b, and c below). | a. Follow agreed-upon rules for discussion (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.1.1a  
LAFS.1.SL.1.1b  
LAFS.1.SL.1.1c |
| **Students will:** | | |
| • demonstrate the ability to participate in collaborative conversations with diverse partners about grade 1 topics and texts.  
• demonstrate the ability to follow agreed upon rules for discussions.  
• demonstrate ability to build on others’ talk in conversation by responding to comments of others.  
• demonstrate the ability to ask questions to clear up confusion about the topics or texts under discussion. | | |
| **Academic Language:** collaborative, conversations, idea, rules for discussion, diverse partners | | |
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | LAFS.1.SL.1.2 |
| **Students will:** | | |
| • demonstrate the ability to ask and answer questions about key details in text read aloud.  
• demonstrate the ability to ask and answer questions presented orally or through other media. | | |
| **Academic Language:** key details, orally, media, charts, graphs, websites, speeches, presentation | | |
| 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.1.3 |
| **Students will:** | | |
| • demonstrate the ability to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | |
| **Academic Language:** speaker, presentation | | |
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| **Strand:** Speaking and Listening  
**Cluster:** Presentation of Knowledge and Ideas | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
**Students will:**  
• demonstrate the ability to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
**Academic Language:** events, relevant details, people, places | LAFS.1.SL.2.4 |
| | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  
**Students will:**  
• provide drawings or visual displays to clarify ideas, thoughts and feelings.  
**Academic Language:** visual displays, description, clarify, graphs, idea, thoughts, feeling | LAFS.1.SL.2.5 |
| | Produce complete sentences when appropriate to task and situation.  
**Students will:**  
• demonstrate ability to produce complete sentences when appropriate to task and situation.  
**Academic Language:** task, situation, complete sentence | LAFS.1.SL.2.6 |
| **Strand:** Language  
**Cluster:** Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
| a. | Print all upper- and lowercase letters.  
| b. | Use common, proper, and possessive nouns.  
| c. | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.).  
| d. | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone).  
| e. | Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home.).  
| f. | Use frequently occurring adjectives.  
| g. | Use frequently occurring conjunctions (e.g., and, but, or, so, because).  
| h. | Use determiners (e.g., articles, demonstratives).  
| i. | Use frequently occurring prepositions (e.g., during, beyond, toward).  
| j. | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
**Students will:**  
• demonstrate all skills listed in the standard in speech and in writing.  
**Academic Language:** grammar, usage, uppercase, lowercase, common noun, proper noun, possessive noun, singular noun, plural noun, personal pronoun, possessive pronoun, indefinite pronoun, past tense, present tense, future tense, verb, adjective, conjunction, preposition, simple sentence, compound sentence, declarative, interrogative, imperative, exclamatory, determiner, subject, predicate | LAFS.1.L.1.1  
LAFS.1.L.1.1a  
LAFS.1.L.1.1b  
LAFS.1.L.1.1c  
LAFS.1.L.1.1d  
LAFS.1.L.1.1e  
LAFS.1.L.1.1f  
LAFS.1.L.1.1g  
LAFS.1.L.1.1h  
LAFS.1.L.1.1i  
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| **Strand:** Language **Cluster:** Conventions of Standard English, cont. | 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.  
**Students will:**  
   • demonstrate all conventions listed in written compositions.  
**Academic Language:** capitalization, punctuation, commas, series, spelling pattern, irregular words, phonetically, phonemic awareness, exclamation point, question mark, period | LAFS.1.L.1.2  
LAFS.1.L.1.2a  
LAFS.1.L.1.2b  
LAFS.1.L.1.2c  
LAFS.1.L.1.2d  
LAFS.1.L.1.2e |
| **Strand:** Language **Cluster:** Vocabulary Acquisition | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  
   a. Use sentence-level context as a clue to the meaning of a word or phrase.  
   b. Use frequently occurring affixes as a clue to the meaning of a word.  
   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  
**Students will:**  
   • demonstrate the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.  
   • demonstrate the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word.  
   • demonstrate the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.  
**Academic Language:** multiple-meaning words and phrases, sentence-level context, affixes, root words, inflectional forms, context clue | LAFS.1.L.3.4  
LAFS.1.L.3.4a  
LAFS.1.L.3.4b  
LAFS.1.L.3.4c |
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| **Strand:** Language | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.  
| **Cluster:** Vocabulary Acquisition, cont. | a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  
b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  
c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).  
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  
**Students will:**  
- demonstrate understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.  
- demonstrate understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes.  
- demonstrate understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.  
- provide a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.  
- act out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.  
**Academic Language:** figurative language, word relationships, common, categories, concepts, key attributes, connection, verbs, adjectives, nuances in word meanings, shades of meaning | LAFS.1.L.3.5  
| | **LAFS.1.L.3.5a**  
| | **LAFS.1.L.3.5b**  
| | **LAFS.1.L.3.5c**  
| | **LAFS.1.L.3.5d** |
| **Strand:** Language | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. *because*).  
| **Cluster:** Vocabulary Acquisition | **Students will:**  
- provide a statement using words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships.  
**Academic Language:** phrase, conversations, conjunctions, simple relationships | LAFS.1.L.3.6 |
## Language Arts Florida Standards for Grade 1

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<td><strong>Strand:</strong> Writing</td>
<td><strong>Cluster: Text Types and Purposes</strong></td>
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<tr>
<td><strong>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.</strong></td>
<td>Students will:</td>
<td>LAFS.1.W.1.1</td>
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<tr>
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<td>• state an opinion in writing</td>
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<td>• Include the topic or name of the book they are writing about when sharing an opinion in writing.</td>
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<td>• include a reason when sharing an opinion in writing.</td>
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<td></td>
<td>• provide some sense of closure when sharing an opinion in writing.</td>
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<td><strong>Academic Language:</strong> opinion, reason, closure, introduce, conclusion</td>
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<tr>
<td><strong>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</strong></td>
<td>Students will:</td>
<td>LAFS.1.W.1.2</td>
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<td>• name the topic they are writing about in an informational or explanatory writing.</td>
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<td>• include some facts about a topic in an informational or explanatory writing.</td>
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<td></td>
<td>• provide some sense of closure in an informational or explanatory writing.</td>
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<td></td>
<td><strong>Academic Language:</strong> inform, explain, topic, facts, closure, supply</td>
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<td><strong>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.</strong></td>
<td>Students will:</td>
<td>LAFS.1.W.1.3</td>
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<td>• recount two or more appropriately sequenced events in a narrative writing.</td>
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<td>• include details regarding what happened in a narrative writing.</td>
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<td>• use temporal words to signal event order in a narrative writing.</td>
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<td>• provide some sense of closure in a narrative writing.</td>
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<td></td>
<td><strong>Academic Language:</strong> narrative, recount, details, closure, temporal</td>
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<tr>
<td><strong>Strand:</strong> Writing</td>
<td><strong>Cluster: Production and Distribution</strong></td>
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<td><strong>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.</strong></td>
<td><strong>With guidance and support, students will:</strong></td>
<td>LAFS.1.W.2.5</td>
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<td>• provide writing that is focused on a topic.</td>
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<td>• provide a response to questions and suggestions from peers.</td>
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<td>• add details that strengthen writing as needed after review of drafts.</td>
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<td><strong>Academic Language:</strong> topic, details, focused, drafts</td>
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<td><strong>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</strong></td>
<td><strong>With guidance and support, students will:</strong></td>
<td>LAFS.1.W.2.6</td>
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<tr>
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<td>• use a variety of digital tools to produce and publish writing.</td>
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<tr>
<td></td>
<td>• collaborate with peers to produce and publish writing, using a variety of digital tools</td>
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<td><strong>Academic Language:</strong> produce, publish, collaboration</td>
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<tr>
<td>Strands-Clusters</td>
<td>Standards/Learning Targets/Academic Language</td>
<td>Standards Number</td>
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| Strand: Writing  | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  
**With guidance and support, students will:**  
- participate in shared research and writing projects  
**Academic Language:** research, projects  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**With guidance and support, students will:**  
- recall information from experiences to answer questions in writing.  
- gather information from provided sources to answer a question in writing.  
**Academic Language:** recall information | LAFS.1.W.3.7 |
| Cluster: Build Knowledge | | LAFS.1.W.3.8 |