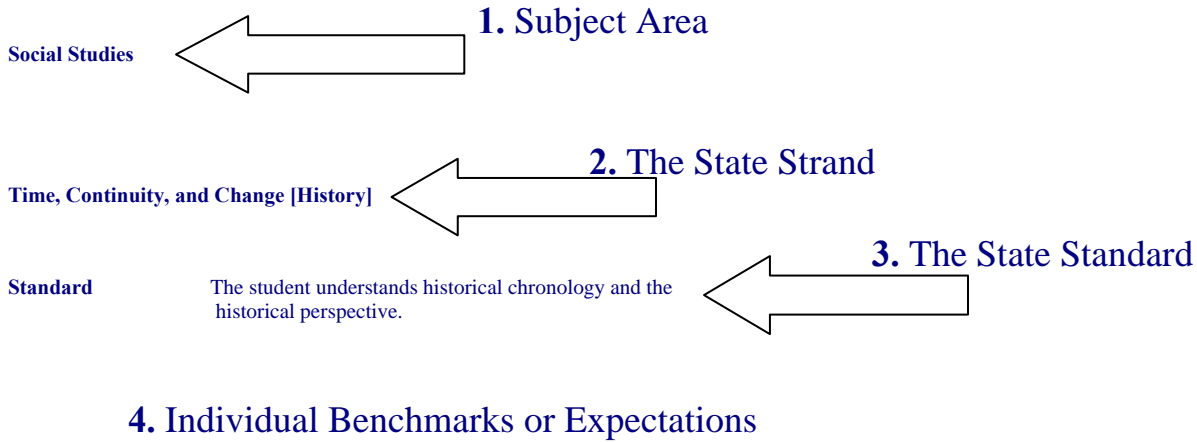




## First Grade Benchmarks Correlated with Learning for Life Lessons

### How To Read The Learning For Life Correlation



The Student	Lesson
<ul style="list-style-type: none"> <li>1<sup>st</sup> -list</li> <li>FCAT I</li> <li>FCAT II</li> <li>FCAT III</li> <li>Champions Book</li> </ul> The student understands how individuals, ideas, decisions, and events can influence history. The student understands ways selected individuals, ideas, and decisions influenced historical events (for example, in ancient times).	Race Religion Culture p.13

**5. The current grade level Learning for Life lesson and page number**

KEY	
<b>1<sup>st</sup> -list</b>	This indicates the benchmark is part of the First Grade list
<b>FCAT I</b>	Tested in the FCAT (SSS) at a later grade
<b>FCAT II</b>	Tested in the FCAT (NRT/SAT Problem Solving)
<b>FCAT III</b>	Tested in the FCAT (NRT/SAT Reading Comprehension)
<b>Champions Book</b>	for special needs students that focus on life skills

## 1<sup>st</sup> Grade Benchmarks

### Student Development

**Strand A** Academic / Educational Development

**Standard** The student acquires the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
The student employs strategies to achieve success in schools. The student understands the relationship of academics

Benchmarks	Lesson
None	
1. practices effective speaking, listening and inquiry skills.	Developing Good Listening Skills p.191
2. understands making mistakes is a part of learning.	How I Learn From My Mistakes p.101 Overcoming Poor Decisions p.173
3. practices self control and individual responsibility.	Meeting Deadlines p.79 Anger/Conflict Management p.179 Building My Self Confidence p.183 Coping With Stress p.187 Standing Up For Me p.221 Community p.227
4. learns reading, writing, and mathematics are fundamental to life.	Consumerism p.55
5. demonstrates a sense of belonging to family, school and community.	The Importance of Family p.135 Building My Self Confidence p.183

### Student Development

**Strand B** Career Development

**Standard** The student acquires the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. The student employs strategies to achieve future career success and satisfaction.

Benchmarks	Lesson
None	
1. identifies and describes responsibilities / jobs at home.	Meeting Deadlines p.79 Building My Self Confidence p.183

**Student Development****Strand C** Personal / Social Development**Standard** The students acquires the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

The student makes decisions, sets goals, and takes necessary action to achieve goals.

<b>Benchmarks</b>	<b>Lesson</b>
<p>None</p> <ol style="list-style-type: none"> <li>1. recognizes likenesses and differences in self and others.</li>   <li>2. demonstrates ways to make and keep friends.</li>   <li>3. identifies personal choices.</li>   <li>4. defines an individual goal.</li>   <li>5. recognizes the difference between appropriate and inappropriate physical contact.</li>   <li>6. identifies resource people in school and community settings and knows how to seek their help.</li> </ol>	<p>Ethnic Heritage p.11  Race, Religion, and Culture p.17  Respecting Differences p.27  Understanding People With Special Needs p.149  Self Awareness p.199  Standing Up For Me p.221</p> <p>Being Responsible p.45  Trust Me, I Won't Let You Down p.113  When People Steal From Me p.125</p> <p>Being a Good Worker p.39  Making Good Decisions p.73  Overcoming Poor Decisions p.173  Anger/Conflict Management p.179  Community p.227</p> <p>Making Good Decisions p.73  Overcoming Poor Decisions p.173  Setting Goals p.205</p> <p>Law and Government p.105  Violence Prevention p.153  Community p.227</p> <p>Service p.145  Community p.227</p>

**Social Studies****Strand A** Time, Continuity, and Change [History]**Standard** The student understands historical chronology and the historical perspective.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.A.1.1.1.1</u> The student compares everyday life in different places and times and understands that people, places, and things change over time.  1. knows ways people in different cultures live, work, play, move about, and communicate.	World Cultures p.31
<u>SS.A.1.1.3.1</u> The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands)	Ethnic Heritage p.11
<u>SS.A.1.1.4.1</u> The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years)	Classroom Routine p.33 (Champions Book) Days of the Week p.37 (Champions Book) Months of the Year p.41 (Champions Book)

**Social Studies****Strand B** People, Places, and Environments [Geography]**Standard** The student understands the world in spatial terms.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.B.1.1.2.1</u> The student uses simple maps, globes, and other three-dimensional models to identify and locate places.	Places and Maps p.295 Transportation p.303

**Social Studies****Strand B** People, Places, and Environments [Geography]**Standard** The student understands the interactions of people and the physical environment.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.B.2.1.4.1</u> The student knows the role that resources play in our daily lives.	Conservation p.233
<u>SS.B.2.1.5.1</u> The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.	Transportation p.309

**Social Studies****Strand C** Government and the Citizen [Civics and Government]**Standard** The student understands the structure, functions, and purpose of government and how the principles and values of American democracy are reflected in American constitutional government.

<b>Benchmarks</b>	<b>Lesson</b>
<u>SS.C.1.1.1.1</u> The student knows how various symbols are used to depict Americans' shared values, principles, and beliefs.	Exhibiting Responsible Citizenship p.237
<u>SS.C.1.1.3.1</u> The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far."  1. knows similarities and differences between rules and responsibilities at home and at school.	Sticking to What's Right p.91 Law and Government p.105 Community p.227
<u>SS.C.1.1.4.1</u> The student recognizes major elected officials.  1. knows selected major elected officials (for example, president, governor).	Exhibiting Responsible Citizenship p.237

**Social Studies****Strand C** Government and the Citizen [Civics and Government]**Standard** The student understands the role of the citizen in American democracy.

<b>Benchmarks</b>	<b>Lesson</b>
<p><u>SS.C.2.1.1.1</u> The student knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).</p> <p>1. understands some basic civic values (for example, fair play, good sportsmanship, individual responsibility).</p>	<p>People Who Cheat p.83 How I Learn From My Mistakes p.101 Code of Ethics p.97 Law and Government p.105 Community p.227 Exhibiting Responsible Citizenship p.237</p>
<p><u>SS.C.2.1.2.1</u> The student knows that a responsibility is a duty to do something or not to do something.</p> <p>1. extends and refines understanding that a responsibility is a duty to do something or not to do something.</p>	<p>Meeting Deadlines p.79 Law and Government p.105 When People Lie To Me p.117 When People Steal From Me p.125 Community p.227 Exhibiting Responsible Citizenship p.237</p>
<p><u>SS.C.2.1.3.1</u> The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.</p> <p>1. refines and extends knowledge of examples of situations that involve responsibilities (for example, in the neighborhood or community).</p>	<p>Meeting Deadlines p.79 Sticking to What's Right p.91 Trust Me, I Won't Let You Down p.113 When People Lie To Me p.117 When People Steal From Me p.125 Building My Self Confidence p.183 Community p.227</p>

**Social Studies****Strand D** Production, Distribution, and Consumption [Economics]**Standard** The student understands how scarcity requires individuals and institutions to make choices about how to use resources.

<b>Benchmarks</b>	<b>Lesson</b>
<p><u>SS.D.1.1.1.1</u> The student understands how scarcity affects the choices people make in everyday situations.</p> <p>1. understands the basic concept of scarcity.</p>	<p>Consumerism p.55 Money Management p.273</p>
<p><u>SS.D.1.1.1.4</u> The student understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.</p> <p>1. understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).</p>	<p>Consumerism p.55 Money Management p.273</p>

**Social Studies****Strand D** Production, Distribution, and Consumption [Economics]**Standard** The student understands the characteristics of different economic systems and institutions.

<b>Benchmarks</b>	<b>Lesson</b>
<p><u>SS.D.2.1.1.1</u> The student understands that most people work in jobs in which they produce a few special goods or services.</p> <p>1. knows how different types of work benefit the family and community.</p>	<p>Service p.145</p>

<p><u>SS.D.2.1.2.1</u> The student understands the basic concepts of markets and exchanges.</p> <p>1. knows ways in which people exchange goods and services (for example, barter, payment).</p>	<p>Consumerism p.55 Money Management p.273</p>
<p><u>SS.D.2.1.4.1</u> The student understands that people in different places around the world depend on each other for the exchange of goods and services</p>	<p>Money Management p.273</p>

**Health**

**Strand**

Health Literacy

**Standard**

The student comprehends concepts related to health promotion and disease prevention.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <p>1. identifies an individual’s unique characteristics. (SE)</p> <p>2. identifies parts of the body and recognizes that some are personal and private. (SE)</p>	<p>Ethnic Heritage p.11 Race, Religion, And Culture p.17 Respecting My Peers p.21 Respecting Differences p.27 Understanding People With Special Needs p.149 Self Awareness p.199</p> <p>Law and Government p.105</p>
<p>Personal Health</p> <p>1. understands why health problems should be recognized and treated early.</p> <p>2. groups similar foods together (meat, fruit, and vegetables).</p> <p>3. discusses safety rules.</p>	<p>Emergency Preparedness p.65 Fire Safety p.265</p> <p>Health p.195 Food Groups p.133 (Champions Book)</p> <p>Prepared for Today p.87 Safety p.299 Fire Safety p.265</p>
<p>Disease Prevention</p> <p>1. identifies germs as tiny living things and that some germs cause illnesses.</p>	<p>Basic Kitchen Hygiene p.151 (Champions Book)</p>

**Health**

**Strand**

Health Literacy

**Standard**

The student knows how to access valid health information and health-promoting products and services.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <p>1. identifies a trusted adult(s) that they can talk to.</p>	<p>Emergency Preparedness p.65</p>

<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. recognizes that medicines should only be taken with the permission of the parent, guardian, and/or doctor. (SE)</li> <li>2. recognizes that medicines are drugs and that drugs can be harmful or helpful. (SE)</li> <li>3. knows the meaning of warning labels and signs on hazardous substances.</li> <li>4. discusses why dental check-ups, physicals, and eye examinations are important.</li> <li>5. identifies and discusses the role of health care professionals (doctor, dentist, nurse, and dental hygienist).</li> </ol>	<p>Identifying Prescription Bottles, Aspirin and Over the Counter Drugs p.31 (Champions Book)</p> <p>Identifying Prescription Bottles, Aspirin and Over the Counter Drugs p.31 (Champions Book)</p> <p>Poison p.29 (Champions Book)</p> <p>Brushing Teeth p.71 (Champions Book)</p> <p>Brushing Teeth p.71 (Champions Book)</p>
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**Health**

**Strand**

Responsible Health Behavior

**Standard**

The student knows health enhancing behaviors and how to reduce health risks.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. recognizes that there are good and bad touches and people have the right to say no to bad touches. (SE)</li> </ol>	<p>Law and Government p.105 Violence Prevention p.153</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. recognizes behaviors that are good habits and important for promoting good health.</li> <li>2. recognizes that strangers can be dangerous. (SE)</li> <li>3. recognizes that injuries may be prevented.</li> <li>4. distinguishes between threatening and non-threatening environments.</li> </ol>	<p>Setting Goals p.205 Personal Habits for a Lifetime p.281 Physical Fitness p.291</p> <p>Safety p.299</p> <p>Fire Safety p.265 Safety p.299</p> <p>Law and Government p.105</p>

5. identifies the correct method to brush and floss the teeth.	Brushing Teeth p.71 (Champions Book)
6. recognizes the importance of sleep, rest, and exercise to personal wellness.	Daily Exercise p.143 (Champions Book)
7. discusses how exercise strengthens the heart and lungs.	Physical Fitness p.291
Disease Prevention	
1. recognizes that it is important to keep illness from spreading.	Basic Kitchen Hygiene p.155 (Champions Book)

**Health**

**Strand**

Responsible Health Behavior

**Standard**

The student analyzes the influence of culture, media, technology, and other factors on health.

Benchmarks	Lesson
Family Life	
1. describes people or things that have influenced them.	Gangs p.69 Empathy p.129 Coping With Stress p.187

**Health**

**Strand**

Responsible Health Behavior

**Standard**

The student knows how to use effective interpersonal communication skills that enhance health.

Benchmarks	Lesson
Family Life	
1. identifies ways people make and keep friends. (SE)	Being Responsible p.45 Trust Me, I Won't Let You Down p.113 When People Lie To Me p.117 When People Steal From Me p.125 Empathy p.129 Getting Along With Others p.131 Never Lose Sight p.169
2. identifies different ways people can handle their feelings during conflict. (SE)	Empathy p.129 Getting Along With Others p.131 Anger/Conflict Management p.179
3. describes different kinds of feelings and the way people express feelings. (SE)	Trust Me, I Won't Let You Down p.113 Anger/Conflict Management p.179
4. recognizes the importance of working together in a group. (SE)	Respecting My Peers p.21 Community p.227
Personal Health	

<ol style="list-style-type: none"> <li>1. knows positive ways to handle anger.</li> <li>2. listens attentively.</li> <li>3. knows various ways of communicating care and consideration for others.</li> <li>4. knows the various kinds of verbal and nonverbal communication.</li> </ol>	<p>Violence Prevention p.153 Anger/Conflict Management p.179</p> <p>Developing Good Listening Skills p.191</p> <p>Respecting My Peers p.21 Empathy p.129 Getting Along With Others p.131 Never Lose Sight p.169</p> <p>Communication p.261</p>
<p>Disease Prevention</p> <ol style="list-style-type: none"> <li>1. discusses the importance of communicating health concerns.</li> </ol>	<p>Code of Ethics p.97 Law and Government p.105</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>1. recognizes the importance of checking with an adult before using any unfamiliar substance.</li> </ol>	<p>Identifying Prescription Bottles, Aspirin and Over the Counter Drugs p.31 (Champion Book)</p>

**Health**

**Strand**

Advocate And Promote Healthy Living

**Standard**

The student knows how to use goal-setting and decision-making skills that enhance health.

<b>Benchmarks</b>	<b>Lesson</b>
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. practices good decision-making skills. (SE)</li> </ol>	<p>Choosing What's Right for Me p.51 Making Good Decisions p.73 Meeting Deadlines p.79 Never Give Up p.161 Coping With Stress p.187 Health p.195</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. recognizes the importance of making good decisions when setting goals. (SE)</li> <li>2. recognizes that decisions about personal behavior may be healthy or unhealthy.</li> <li>3. discusses the importance of eating different foods.</li> </ol>	<p>Decision Making p.59 Making Good Decisions p.73 Meeting Deadlines p.79 Setting Goals p.205</p> <p>Choosing What's Right for Me p.51 Health p.195 Fire Safety p.265 Safety p.299</p> <p>Health p.195 Food Groups p.133 (Champions Book)</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>1. discusses that drugs can be helpful or harmful.</li> </ol>	<p>Identifying Prescription Bottles, Aspirin and Over the Counter Drugs p.31 (Champions Book)</p>

**Health  
Strand  
Standard**

Advocate And Promote Healthy Living  
The student knows how to advocate for personal, family, and community health.

Benchmarks	Lesson
<p>Family Life</p> <ol style="list-style-type: none"> <li>1. recognizes personal contributions to the family. (SE)</li> <li>2. recognizes that the dynamics of the family are dependent on the contributions of its members. (SE)</li> <li>3. recognizes the importance of rules and responsibilities in everyday living. (SE)</li> <li>4. recognizes that the individual has personal rights and there is a need to respect the rights of others. (SE)</li> </ol>	<p>Being a Good Worker p.39 Building My Self Confidence p.183</p> <p>The Importance of Family p.135 Building My Self Confidence p.183</p> <p>Prepared For Today p.87 Building My Self Confidence p.183 Safety p.299</p> <p>Trust Me, I Won't Let You Down p.113 Empathy p.129 Violence Prevention p.153</p>
<p>Personal Health</p> <ol style="list-style-type: none"> <li>1. works with one or more people toward a common goal.</li> <li>2. knows methods for assisting others in making positive choices.</li> <li>3. discusses ways that each person affects our surroundings</li> <li>4. discusses the importance of disposing of litter properly.</li> </ol>	<p>Community p.227</p> <p>Decision Making p.59 Standing Up For Me p.221</p> <p>Clean Air And Water p.257 Conservation p.233 Respecting My Peers p.21</p> <p>Clean Air And Water p.257</p>
<p>Substance Abuse Prevention</p> <ol style="list-style-type: none"> <li>1. recognizes that all drugs can be harmful if they are not used correctly.</li> </ol>	<p>Identifying Prescription Bottles, Aspirin and Over the Counter Drugs p.31 (Champion Book)</p>

**Science  
Strand A  
Standard**

The Nature of Matter  
The student understands that all matter has observable, measurable properties.

Benchmarks	Lesson
<p><a href="#">SC.A.1.1.2.1</a> The student recognizes that the same material can exist in different states.</p>	<p>Weather p.309</p>

1. knows the effects of heating and cooling on solids, liquids and gases.	
<a href="#">SC.A.1.1.3.1</a> The student verifies that things can be done to materials to change some of their physical properties (e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).	Weather p.309
1. knows the physical properties of ice, water, and steam.	

**Science**

**Strand B** Energy

**Standard** The student recognizes that energy may be changed in form with varying efficiency.

Benchmarks	Lesson
<a href="#">SC.B.1.1.5.1</a> The student knows that every human action requires energy that comes from food. The student understands that people need food for energy.	
1. knows nutritional value of various foods (for example, fruit, cereals, dairy, meat).	Health p.195

**Science**

**Strand D** Processes that Shape the Earth

**Standard** The student understands the need for protection of the natural systems on Earth.

Benchmarks	Lesson
<a href="#">SC.D.2.1.1.1</a> The student understands that people influence the quality of life of those around them.	
1. extends and refines knowledge of ways to care for the Earth at home and in school.	Conservation p.233 Clean Air And Water p.257

**Science**

**Strand F** Processes of Life

**Standard** The student describes patterns of structure and function in living things.

Benchmarks	Lesson
<a href="#">SC.F.1.1.1.1</a> The student knows the basic needs of all living things.	
1. understands that living things need food, water, space, and shelter to survive.	Pet Care p.139

**Science**

**Strand G** How Living Things Interact with Their Environments

**Standard** The student understands the competitive, interdependent, cyclic nature of living things in the environment.

Benchmarks	Lesson
<a href="#">SC.G.1.1.2.1</a> The student knows that plants and animals are dependent upon each other for survival.	
1. knows that plants produce oxygen and food for animals.	Conservation p.257

**Science****Strand H**

The Nature of Science

**Standard**

The student understands that science, technology, and society are interwoven and interdependent.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">SC.H.3.1.1.1</a> The student knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.	Math p.269

**Mathematics****Strand B**

Measurement

**Standard**

The student measures quantities in the real world and uses the measures to solve problems.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.B.1.1.1.1</a> The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity. 1 <sup>st</sup> -list, FCAT II	Math p.269
<a href="#">MA.B.1.1.2.1</a> The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities. 1 <sup>st</sup> -list, FCAT I  1. measures length, weight, or capacity of an object using standard and nonstandard units (for example, pounds, grams, or wooden blocks).	Math p.269

**Mathematics****Strand B**

Measurement

**Standard**

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.B.2.1.1.1</a> The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight). FCAT I, FCAT II	Math p.269
<a href="#">MA.B.2.1.2.1</a> The student understands the need for a uniform unit of measure to communicate in real-world situations. FCAT I, FCAT II	Math p.269

**Mathematics****Strand B**

Measurement

**Standard**

The student estimates measurements in real-world problem situations.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">MA.B.3.1.1.1</a> The student, using a variety of strategies, estimates lengths, widths, time intervals, and money and compares them to actual measurements. 1 <sup>st</sup> -list, FCAT I, FCAT II  1. estimates and measures the passage of time using before or after; yesterday, today, or tomorrow; day or night; morning, afternoon, or evening; hour or half-hour.	Math p.269  Days of the Week p.37 (Champions Book)

**Mathematics****Strand B** Measurement**Standard** The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">MA.B.4.1.1.1</a> The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble. FCAT I</p> <p>1. selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.</p>	Math p.269
<p><a href="#">MA.B.4.1.2.1</a> The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems. 1<sup>st</sup>-list FCAT I, FCAT II</p> <p>1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.</p> <p>2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months).</p>	Math p.269 Math p.269 Days of the Week p.37 (Champions Book)

**Mathematics****Strand C** Geometry and Spatial Sense**Standard** The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">MA.C.2.1.1.1</a> The student understands basic concepts of spatial relationships, symmetry, and reflection. 1<sup>st</sup>-list FCAT I, FCAT II</p>	Weather p.309

**Mathematics****Strand C** Geometry and Spatial Sense**Standard** The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">MA.C.3.1.1.1</a> The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners. FCAT I</p>	Basic Art p.249

**Language Arts****Strand A** Reading**Standard** The student uses the reading process effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<p><a href="#">LA.A.1.1.4.1</a> The student increases comprehension by rereading, retelling, and discussion. 1<sup>st</sup>-List</p> <p>1. uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).</p>	Classic Literature p.253

**Language Arts****Strand C**

Listening, Viewing, and Speaking

**Standard**

The student uses listening strategies effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.C.1.1.1.1</a> The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. 1 <sup>st</sup> -List	Developing Good Listening Skills p.191 Classic Literature p.253
<a href="#">L.A.C.1.1.2.1</a> The student recognizes personal preferences in listening to literature and other material.  1. knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories, informational books).	Classic Literature p.253
<a href="#">L.A.C.1.1.4.1</a> The student retells specific details of information heard, including sequence of events.	Classic Literature p.253

**Language Arts****Strand C**

Listening, Viewing, and Speaking

**Standard**

The student uses viewing strategies effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.C.2.1.2.1</a> The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.	Communication p.261

**Language Arts****Strand C**

Listening, Viewing, and Speaking

**Standard**

The student uses speaking strategies effectively.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.C.3.1.2.1</a> The student asks questions to seek answers and further explanation of other people's ideas.  1. asks questions to seek answers and further explanation of other people's ideas.	The Importance of Family p.135
<a href="#">L.A.C.3.1.4.1</a> The student uses eye contact and simple gestures when speaking.  1. uses eye contact and appropriate gestures to enhance oral delivery.	Communication p.261

**Language Arts****Strand E**

Literature

**Standard**

The student understands the common features of a variety of literary forms.

<b>Benchmarks</b>	<b>Lesson</b>
<a href="#">L.A.E.1.1.1.1</a> The student knows the basic characteristics of fables, stories, and legends. 1 <sup>st</sup> -list, FCAT III  1. knows various broad literary genres (for example, nonfiction, fiction, poetry).	Classic Literature p.253
<a href="#">L.A.E.1.1.2.1</a> The student identifies the story elements of setting, plot, character, problem, and solution/resolution. 1 <sup>st</sup> -list, FCAT III  1. knows main characters, setting, and simple plot in a story. 2. identifies problem(s) and solutions(s) in a story.	Classic Literature p.253 Classic Literature p.253

