# Grade One

## Tecumseh School District
## ELA Curriculum Map

# Quarter 1

| Standard | Learning Targets | Intro | Continuation | Assess Benchmark | Vocabulary |
|---|---|---|---|---|---|
| RL. 1 Ask and answer questions about key details in a text. | Answer questions about key details in a text with support. | x | | SLO | |
| RL.2   Retell stories, including key details and demonstrate understanding of their central message or lesson. | Identify:<br>• key details of a story<br>• central message/lesson of the story | x | | SLO | Central Message<br><br>Main Idea<br><br>Main Lesson |
| RL 3  Describe characters, settings, and major events in a story, using key details. | Define:<br>• character<br>• setting<br>• major events<br>• details<br>Use story illustrations to identify:<br>• Characters<br>• Setting<br>• Events | X | | | Character<br>Setting<br>Major Events<br>Details |
| RL.4  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Identify:<br>• words in stories or poems<br>• phrases in stories or poems<br>• the various senses | X | | | Poems<br>Senses<br>Feelings |
| RL. 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. | Recognize:<br>• characteristics of fiction<br>• fiction in different forms of text | X | | | Fiction<br>Text |

| Standard | Learning Targets | Intro | Continuation | Assess Benchmark | Vocabulary |
|---|---|---|---|---|---|
| RL. 9  Compare and Contrast the adventures and experiences of characters in stories. | Determine similarities and differences of adventures and experiences of characters with support and identified graphic organizers | X | | | Similarities Differences |
| RL. 10  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Read at DRA Level 4 | X | | X DRA 4 | |
| RI.1 Ask and answer questions about key details in a text. | Answer questions about key details in a text with support. | X | | SLO | Informational text Information Nonfiction |
| RI.4 Ask and answer questions to help **determine or clarify the meaning** of words and phrases in a text. | Identify unknown words or words needing clarification in a text | X | | Benchmark | Determine Clarify |
| RI. 6  **Distinguish between information** provided by pictures or other illustrations and information provided by the words in a text. | Identify whether information is provided in pictures or other illustrations and by the words in the text | X | | | Distinguish Compare |
| RI.8  **Identify the reasons** an author gives to support points in a text. | Identify the reasons an author gives to support point(s) in a text with support | X | | | Support Points Reasons |
| W.1 Write opinion pieces in which they **introduce the topic or the name the book** they are writing about, **state an opinion**, supply a reason for the opinion, and **provide some sense of closure**. | Identify a topic or the name of a book about which to write<br><br>Recognize and define:<br>opinion | x | | SLO Benchmark | Opinion |

| Standard | Learning Targets | Intro | Continuation | Assess Benchmark | Vocabulary |
|---|---|---|---|---|---|
| **W.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. | With guidance and support from adults, students recognize how to: focus on a topic respond to questions and suggestions from peers | x | | | |
| SL.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.<br><br>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).<br><br>b. ==Build on others' talk in conversations by responding to the comments of others through multiple exchanges==.<br><br>c. ==Ask questions to clear up any confusion about the topics and texts under discussion==. | Identify:<br>• ideas from first grade topics and texts<br>• agreed-upon rules for discussion<br>• how others listen<br>• how others ask questions on topic<br>• how others move conversations along | x | | | |
| SL.6 ==Produce complete sentences== when appropriate to task and situation. | Identify complete sentences in writing and when spoken Identify task and situation | x | | | |

# Quarter 2

| Standard | Learning Targets | Intro | Teach | Assess | Vocabulary |
|---|---|---|---|---|---|
| RL. 1 ==Ask and answer== questions about key details in a text. | Answer questions about key details in a text with support<br><br>Ask questions about key details in a text with support | | X | Benchmark (DRA) | |
| RL.2 Retell stories, including ==key== details and ==demonstrate understanding of their central message or lesson.== | Retell story including key details | | X | | Central Message<br>Main Idea<br>Lesson |
| RL 3 ==Describe== characters, settings, and major events in a story, ==using key details==. | Identify:<br>• Characters<br>• Setting<br>• Major events<br>Using key details | | X | Benchmark | |
| RL.4 ==Identify words and phrases== in stories or ==poems that suggest feelings or appeal to the senses==. | Recognize words and phrases that:<br>• Suggest feelings<br>• Appeal to the senses | | X | | Phrases |
| RL. 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. | Recognize<br>• Characteristics of fiction<br>Recognize<br>• Fiction in different forms of text | | X | | Fiction<br>Text |
| RL.6 ==Identify who is telling the story at various points== in a text. | Identify:<br>• Who is telling the story at various points in the text | X | | | |
| RL. 9 Compare and contrast the adventures and experiences of characters in stories. | Determine similarities and differences of adventures and experiences of characters without support. | | X | | |

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| RL. 10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Achieve DRA 8 | | X | Benchmark DRA 8 | |
| RI.1 **Ask and answer questions** about key details in a text. | Answer questions about key details in a text with support<br><br>Ask questions about key details in a text with support | | X | Benchmark | |
| RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Identify :<br>• key details about an individual discussed in an informational text<br>• details about events or ideas in an informational text | | X | | |
| RI. 4 Ask and answer questions to **help determine or clarify the meaning** of words and phrases in a text. | Ask questions to determine meaning of words and phrases in a text<br><br>Answer questions that clarify the meaning of words and phrases in a text | x | | | |
| RI.8 **Identify the reasons** an author gives to support points in a text. | Identify the reasons an author gives to support point(s) in a text with support | x | | | |
| W.1 Write opinion pieces in which they **introduce the topic or the name the book** they are writing about, **state an opinion**, supply a reason for the opinion, and **provide some sense of closure**. | Recognize and define closure<br><br>Formulate an opinion of a book of topic and provide a reason for that opinions | | X | Benchmark | |

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| W.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.** | Choose an experience in which to write | X | | SLO | Narrative<br>Sequenced events<br>Transitional words<br>First<br>Next<br>Last<br>Then<br>But |
| **W.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. | With guidance and support from adults, students recognize how to:<br>• focus on a topic<br>• respond to questions and suggestions from peers<br>• adding details to strengthen writing as needed | | x | | |

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| SL.1  Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.<br><br>    d.  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).<br><br>    e.  **Build on others' talk in conversations by responding to the comments of others through multiple exchanges**.<br><br>    f.  **Ask questions to clear up any confusion about the topics and texts under discussion**. | Decide comments and questions appropriate to the topic of discussion<br><br>Observe if agreed-upon discussion rules are being followed | | x | | |
| SL.6 **Produce complete sentences** when appropriate to task and situation. | Speak using complete sentences when appropriate to task and situation | | x | | |

# Quarter 3

| Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
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| RL. 1 **Ask and answer** questions about key details in a text. | Answer questions about key details in a text with less support<br><br>Ask questions about key details in a text with less support | | x | Benchmark DRA | |
| RL.2  Retell stories, including **key** details and **demonstrate understanding of their central message or lesson.** | Apply understanding of their central message or lesson | | X | Benchmark | |
| RL **3** **Describe** characters, settings, and major events in a story, **using key details**. | Describe:<br>• Characters<br>• Settings<br>• Major events<br>Using key details with support | | X | Benchmark | Describe |
| RL.4 **Identify words and phrases** in stories or poems that suggest feelings or appeal to the senses. | Identify words and phrases in:<br>• stories<br>• poems<br><br>that:<br>• suggest feelings<br>• appeal to the senses | | X | | |

| Standard | Description | | | | Vocabulary |
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| RL. 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. | Explain major differences of characteristic of non fiction and nonfiction in different forms of text | | X | | Informational Information Nonfiction |
| RL.**6 Identify who is telling the story at various points** in a text. | Recognize when the narrator is telling the story | | X | | Narrator |
| RL.7 Use illustrations and details in a story to describe its characters, setting, or events. | Describe:<br>• characters<br>• setting<br>• events<br>using:<br>• story illustrations<br>• story details | x | | | |
| RL. 9 Compare and contrast the adventures and experiences of characters in stories. | Compare and contrast details from stories about:<br>• adventures<br>• experiences of characters<br>with support | | X | | Compare Contrast |
| RL. 10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | DRA 12 (during 14-15 school year)<br>DRA 14 (afterwards) | | x | DRA 12 (during 14-15 school year)<br>DRA 14 (afterwards ) | |
| RI.1 **Ask and answer questions** about key details in a text. | Answer questions about key details in a text with less support<br><br>Ask questions about key details in a text with less support | | X | Benchmark | |
| RI.2 Identify the main topic and key details of a text. | Identify the:<br>• main topic of a text<br>• key details of a text | | X | | Main Topic |

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| RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Describe the connections made between two: <br> • individuals <br> • events <br> • ideas <br> • pieces of information <br><br> in a text with support | | X | | Connections |
| RI. 4 Ask and answer questions to **help determine or clarify the meaning** of words and phrases in a text. | Ask questions to determine meaning of words and phrases in a text  with support | | X | | |
| RI.5 **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. | Determine how to use different text features <br><br> Identify various text features <br> • headings <br> • tables of content <br> • glossaries <br> • electronic menus <br> • icons | X | | | Text features <br> Headings <br> Glossary <br> Table of Contents <br> Icon <br> Electronic Menus |
| RI.7  Use illustrations and details in a text to describe its key ideas. | Identify: <br> • details <br> • key ideas <br><br> Know how to describe with support <br><br> With support, describe: <br> • key ideas using illustrations in an informational text <br> • key ideas using details in an informational text | X | | | Key ideas |

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| RI.8 **Identify the reasons** an author gives to support points in a text. | Identify the reasons an author gives to support point(s) in a text with less support | | X | | |
| RI. 9 **Identify basic similarities in and differences** between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identify:<br>• basic similarities<br>• differences between<br><br>two texts on the same topic with support | x | | | Descriptions<br>Procedures |
| RI.10 **With prompting and support**, read informational texts appropriately complex for grade 1. | Comprehend independently in an informational text:<br>key ideas and details<br>craft and structure<br>integration of knowledge and ideas<br>at appropriate complexity as seen in Standards 1-9 independently and proficiently | | x | | |
| W.1 Write opinion pieces in which they **introduce the topic or the name the book** they are writing about, **state an opinion**, supply a reason for the opinion, and **provide some sense of closure**. | Write an opinion piece that: introduces the topic or names the book being written about states an opinion about the book or topic supplies a reason for the opinion provides a sense of closure | | X | Benchmark | Closure |
| W. 2 Write informative/explanatory texts in which **they name a topic, supply some facts** about the topic, and **provide some sense of closure**. | Identify an informative/explanatory text<br><br>Select a topic for an informative/explanatory writing<br><br>Determine:<br>supporting facts about a topic | X | | SLO | Informative Writing<br>Explanatory Writing |

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| W.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.** | Reflect on identified event<br><br>Identify:<br>• two or more events of the experience and sequence appropriately<br>• transitional words<br>• details, transitions<br><br>Apply appropriate transitional words in order to signal change of events in narrative | | X | Benchmark | |
| **W.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. | With guidance and support from adults, students develop writing as needed by:<br><br>• focus on a topic<br>• respond to questions and suggestions from peers<br>• adding details to strengthen writing as needed | | x | | |
| W. 7 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). | Participate in shared research and writing projects | x | | | |
| W.8  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | With guidance and support:<br>answer a question using information from experience<br><br>answer a question using information from a provided source | x | | | |

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| SL.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.<br><br>    g.  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).<br><br>    h.  **Build on others' talk in conversations by responding to the comments of others through multiple exchanges**.<br><br>    i.  **Ask questions to clear up any confusion about the topics and texts under discussion**. | Follow agreed-upon rules for discussion<br><br>Listen while others are speaking<br><br>Respond to comments to continue conversations with peers and adults | | x | | |

# Quarter 4

| Strand | Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|---|---|---|---|---|
| Reading Literature | RL. 1 Ask and answer questions about key details in a text. | Ask questions about key details in a text with no support<br><br>Answer questions about key details in a text with no support | | X | Benchmark | |
| | RL.2  Retell stories, including key details and demonstrate understanding of their central message or lesson. | Orally demonstrate understanding of their central message or lesson | | X | Benchmark | |
| | RL 3 Describe characters, settings, and major events in a story, using key details. | Describe:<br>characters<br>settings<br>major events<br><br>using key details from text with no support | | X | Benchmark | |
| | RL. 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. | Recognize:<br>• characteristics of  nonfiction<br>• nonfiction in different forms of text<br><br>Explain how a book that tells a story is different from a book that gives information | | X | | Nonfiction<br>Information<br>Informational Text |

| Strand | Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|---|---|---|---|---|
| | RL. 9 Compare and contrast the adventures and experiences of characters in stories. | Compare and contrast details from stories about:<br>• adventures<br>• experiences of characters<br>with no support | | X | | |
| | RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Comprehend in prose and poetry:<br>key Ideas and details<br>craft and Structure<br>integration of Knowledge and Ideas<br>at appropriate Complexity<br> as seen in<br>1 – 9 with prompting and support | | X | DRA 16 (14-15 school year)<br><br>DRA 18 afterwards | |
| Reading Information | RI.1 **Ask and answer questions** about key details in a text. | Answer questions about key details in a text with less support<br><br>Ask questions about key details in a text with less support | | X | | |
| | RI.2 Identify the **main topic and key details o**f a text. | Retell key details of a text | | x | | |
| | RI.3 Describe the **connection between two individuals**, events, ideas, or pieces of information in a text. | Describe the connections made between two:<br>• individuals<br>• events<br>• ideas<br>• pieces of information<br><br>in a text | | x | | |

| Strand | Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
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| | RI. 4 Ask and answer questions to **help determine or clarify the meaning** of words and phrases in a text. | Ask questions to determine meaning of words and phrases in a text with no support<br><br>Answer questions that clarify the meaning of words and phrases in a text with no support | | x | | |
| | RI.5 **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. | Use various text features to locate key facts or information in a text with support | | X | | |
| | RI.7 Use illustrations and details in a text to describe its key ideas. | Without support, describe:<br>• key ideas using illustrations in an informational text<br>• key ideas using details in an informational text | | X | | |
| | RI.8 **Identify the reasons** an author gives to support points in a text. | Identify the reasons an author gives to support point(s) in a text with no support | | X | | |
| | RI. 9 **Identify basic similarities in and differences** between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identify:<br>• basic similarities<br>• differences between<br><br>two texts on the same topic without support | x | | | |

| Strand | Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|---|---|---|---|---|
| | RI.10 **With prompting and support**, read informational texts appropriately complex for grade 1. | Comprehend independently in an informational text: key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity as seen in Standards 1-9 independently and proficiently | | x | | |
| Writing | W.1 Write opinion pieces in which they **introduce the topic or the name the book** they are writing about, **state an opinion**, supply a reason for the opinion, and **provide some sense of closure**. | Write an opinion piece that: introduces the topic or names the book being written about states an opinion about the book or topic supplies a reason for the opinion provides a sense of closure | | X | | |
| | W. 2 Write informative/explanatory texts in which **they name a topic, supply some facts** about the topic, and **provide some sense of closure**. | Write an informative/explanatory text in which they:<br>• name a topic<br>• supply some facts about the topic<br>• provide some sense of closure | X | | Benchmark | |
| | W.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.** | Write a narrative that recounts two or more events and includes:<br>• supporting details<br>• transitional words<br>• a sense of closure | | X | Benchmark | |

| Strand | Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|---|---|---|---|---|
| | **W.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. | With guidance and support from adults, students develop writing as needed by:<br><br>• focus on a topic<br>• respond to questions and suggestions from peers<br>• adding details to strengthen writing as needed | | x | | |
| | **W.6** With guidance and support from adults, use a variety of digital tools to ==produce and publish writing==, including in collaboration with peers. | With guidance and support:<br>use technology to produce and publish writing individually and with peers | x | | | |
| | W. 7 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). | Participate in shared research and writing projects | | x | | |
| | W.8  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | With guidance and support:<br>answer a question using information from experience<br><br>answer a question using information from a provided source | | x | | |

| Strand | Standard | Learning Targets | Intro | Continuation | Assess | Vocabulary |
|---|---|---|---|---|---|---|
| Speaking and Listening | SL.1  Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.<br><br>j.  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).<br><br>k.  **Build on others' talk in conversations by responding to the comments of others through multiple exchanges**.<br><br>l.  **Ask questions to clear up any confusion about the topics and texts under discussion**. | Ask questions to better understand topic and texts | | x | | |