

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: <ul style="list-style-type: none"> • key details of a story • central message/lesson of the story 	x		SLO	Central Message Main Idea Main Lesson
RL.3 Describe characters, settings, and major events in a story, using key details.	Define: <ul style="list-style-type: none"> • character • setting • major events • details Use story illustrations to identify: <ul style="list-style-type: none"> • Characters • Setting • Events 	X			Character Setting Major Events Details
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify: <ul style="list-style-type: none"> • words in stories or poems • phrases in stories or poems • the various senses 	X			Poems Senses 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: <ul style="list-style-type: none"> • characteristics of fiction • fiction in different forms of text 	X			Fiction 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 Recognize and define: 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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Identify: <ul style="list-style-type: none"> ideas from first grade topics and texts agreed-upon rules for discussion how others listen how others ask questions on topic 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.	<p>Answer questions about key details in a text with support</p> <p>Ask questions about key details in a text with support</p>		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 Main Idea Lesson
RL.3 Describe characters, settings, and major events in a story, using key details.	<p>Identify:</p> <ul style="list-style-type: none"> • Characters • Setting • Major events <p>Using key details</p>		X	Benchmark	
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> • Suggest feelings • 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.	<p>Recognize</p> <ul style="list-style-type: none"> • Characteristics of fiction <p>Recognize</p> <ul style="list-style-type: none"> • Fiction in different forms of text 		X		Fiction Text
RL.6 Identify who is telling the story at various points in a text.	<p>Identify:</p> <ul style="list-style-type: none"> • 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		

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 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 : <ul style="list-style-type: none"> • key details about an individual discussed in an informational text • 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 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 Formulate an opinion of a book of topic and provide a reason for that opinions		X	Benchmark	

<p>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.</p>	<p>Choose an experience in which to write</p>	<p>X</p>		<p>SLO</p>	<p>Narrative Sequenced events Transitional words First Next Last Then But</p>
<p>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.</p>	<p>With guidance and support from adults, students recognize how to:</p> <ul style="list-style-type: none"> • focus on a topic • respond to questions and suggestions from peers • adding details to strengthen writing as needed 		<p>x</p>		

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

Quarter 3

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
RL.1 Ask and answer questions about key details in a text.	<p>Answer questions about key details in a text with less support</p> <p>Ask questions about key details in a text with less support</p>		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.	<p>Describe:</p> <ul style="list-style-type: none"> • Characters • Settings • Major events <p>Using key details with support</p>		X	Benchmark	Describe
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>Identify words and phrases in:</p> <ul style="list-style-type: none"> • stories • poems <p>that:</p> <ul style="list-style-type: none"> • suggest feelings • appeal to the senses 		X		

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: <ul style="list-style-type: none"> • characters • setting • events using: <ul style="list-style-type: none"> • story illustrations • story details 	x			
RL. 9 Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast details from stories about: <ul style="list-style-type: none"> • adventures • experiences of characters 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) DRA 14 (afterwards)		x	DRA 12 (during 14-15 school year) 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 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: <ul style="list-style-type: none"> • main topic of a text • key details of a text 		X		Main Topic

<p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Describe the connections made between two:</p> <ul style="list-style-type: none"> • individuals • events • ideas • pieces of information <p>in a text with support</p>		X		Connections
<p>RI. 4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Ask questions to determine meaning of words and phrases in a text with support</p>		X		
<p>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.</p>	<p>Determine how to use different text features</p> <p>Identify various text features</p> <ul style="list-style-type: none"> • headings • tables of content • glossaries • electronic menus • icons 	X			<p>Text features</p> <p>Headings</p> <p>Glossary</p> <p>Table of Contents</p> <p>Icon</p> <p>Electronic Menus</p>
<p>RI.7 Use illustrations and details in a text to describe its key ideas.</p>	<p>Identify:</p> <ul style="list-style-type: none"> • details • key ideas <p>Know how to describe with support</p> <p>With support, describe:</p> <ul style="list-style-type: none"> • key ideas using illustrations in an informational text • key ideas using details in an informational text 	X			Key ideas

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: <ul style="list-style-type: none"> • basic similarities • differences between two texts on the same topic with support	x			Descriptions Procedures
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		
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 Select a topic for an informative/explanatory writing Determine: supporting facts about a topic	x		SLO	Informative Writing Explanatory Writing

<p>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.</p>	<p>Reflect on identified event</p> <p>Identify:</p> <ul style="list-style-type: none"> • two or more events of the experience and sequence appropriately • transitional words • details, transitions <p>Apply appropriate transitional words in order to signal change of events in narrative</p>		X	Benchmark	
<p>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.</p>	<p>With guidance and support from adults, students develop writing as needed by:</p> <ul style="list-style-type: none"> • focus on a topic • respond to questions and suggestions from peers • adding details to strengthen writing as needed 		x		
<p>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).</p>	<p>Participate in shared research and writing projects</p>	x			
<p>W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With guidance and support: answer a question using information from experience</p> <p>answer a question using information from a provided source</p>	x			

<p>SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>h. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>i. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Follow agreed-upon rules for discussion</p> <p>Listen while others are speaking</p> <p>Respond to comments to continue conversations with peers and adults</p>		<p>x</p>		
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Quarter 4

Strand	Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
Reading Literature	RL.1 Ask and answer questions about key details in a text.	<p>Ask questions about key details in a text with no support</p> <p>Answer questions about key details in a text with no support</p>		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.	<p>Describe: characters settings major events</p> <p>using key details from text with no support</p>		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.	<p>Recognize:</p> <ul style="list-style-type: none"> • characteristics of nonfiction • nonfiction in different forms of text <p>Explain how a book that tells a story is different from a book that gives information</p>		X		Nonfiction Information 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: <ul style="list-style-type: none"> • adventures • experiences of characters 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: <ul style="list-style-type: none"> key Ideas and details craft and Structure integration of Knowledge and Ideas at appropriate Complexity as seen in 1 – 9 with prompting and support 		X	DRA 16 (14-15 school year) 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 Ask questions about key details in a text with less support		X		
	RI.2 Identify the main topic and key details of 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: <ul style="list-style-type: none"> • individuals • events • ideas • pieces of information in a text		x		

Strand	Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
	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 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: <ul style="list-style-type: none"> • key ideas using illustrations in an informational text • 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: <ul style="list-style-type: none"> • basic similarities • differences between 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: <ul style="list-style-type: none"> • name a topic • supply some facts about the topic • 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: <ul style="list-style-type: none"> • supporting details • transitional words • 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: <ul style="list-style-type: none"> • focus on a topic • respond to questions and suggestions from peers • 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: 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: answer a question using information from experience answer a question using information from a provided source		x		

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