



**GRANITE SCHOOL DISTRICT**  
**1<sup>st</sup> Grade ELA Core Curriculum Maps at a Glance**

**QUARTER 1**

**READING LITERATURE – Key Indicators**

- RL 1. Ask and answer questions about key details in a text.
- RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL 7. Use illustrations and details in a story to describe its characters, setting, or events.

**READING INFORMATIONAL – Key Indicators**

- RI 1. Ask and answer questions about key details in a text.
- RI 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI 7. Use the illustrations and details in a text to describe its key ideas.

**READING FOUNDATIONAL SKILL – Key Indicators**

- RF 1. Demonstrate understanding of the organization and basic features of print.
- RF 2. Demonstrate understanding of spoken words, syllables, and sounds.
- RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 4. Read with sufficient accuracy and fluency to support comprehension.

**WRITING – Key Indicators**

- 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.

**Additional Indicators**

- Cluster: Production and Distribution of Writing (standards W5 and W6)
- Cluster: Research to Build and Present Knowledge (standards W7 and W8)

**SPEAKING AND LISTENING – Additional Indicators**

- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
- Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

**LANGUAGE – Key Indicators**

- Cluster: Conventions of Standard English (standards L1, and L2)
- Cluster: Vocabulary Acquisition and Use (standard L4, L5, and L6)

## QUARTER 2

### **READING LITERATURE – Key Indicators**

RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
RL 3. Describe characters, settings, and major events in a story, using key details.

### **READING INFORMATIONAL – Key Indicators**

RI 2. Identify the main topic and retell key details of a text.  
RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.  
RI 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RI 5. Know and use various text features to locate key facts or information in a text.

### **READING FOUNDATIONAL SKILLS – Key Indicators**

RF 1. Demonstrate understanding of the organization and basic features of print.  
RF 2. Demonstrate understanding of spoken words, syllables, and sounds.  
RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.  
RF 4. Read with sufficient accuracy and fluency to support comprehension.

### **WRITING – Key Indicators**

W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### **Additional Indicators**

Cluster: Production and Distribution of Writing (standards W5 and W6)  
Cluster: Research to Build and Present Knowledge (standards W7 and W8)

### **SPEAKING AND LISTENING – Additional Indicators**

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)  
Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

### **LANGUAGE – Key Indicators**

Cluster: Conventions of Standard English (standards L1, and L2)  
Cluster: Vocabulary Acquisition and Use (standard L4, L5, and L6)

## QUARTER 3

### READING LITERATURE – Key Indicators

- RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 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.
- RL 6. Identify who is telling the story at various points in a text.
- RL 9. Compare and contrast the adventures and experiences of characters in stories.

### READING INFORMATIONAL – Key Indicators

- RI 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI 8. Identify the reasons an author gives to support points in a text.
- RI 9. Identify basic similarities in and differences between two texts on the same topic.

### READING FOUNDATIONAL SKILL – Key Indicators

- RF 1. Demonstrate understanding of the organization and basic features of print.
- RF 2. Demonstrate understanding of spoken words, syllables, and sounds.
- RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 4. Read with sufficient accuracy and fluency to support comprehension.

### WRITING – Key Indicators

- W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Additional Indicators

- Cluster: Production and Distribution of Writing (standards W5 and W6)
- Cluster: Research to Build and Present Knowledge (standards W7 and W8)

### SPEAKING AND LISTENING – Additional Indicators

- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
- Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

### LANGUAGE – Key Indicators

- Cluster: Conventions of Standard English (standards L1, and L2)
- Cluster: Vocabulary Acquisition and Use (standard L4, L5, and L6)

## QUARTER 4

### READING LITERATURE – Key Indicators

RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL 6. Identify who is telling the story at various points in a text.

RL 9. Compare and contrast the adventures and experiences of characters in stories.

#### Additional Indicators

RL 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### READING INFORMATIONAL – Key Indicators

RI 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI 8. Identify the reasons an author gives to support points in a text.

RI 9. Identify basic similarities in and differences between two texts on the same topic.

#### Additional Indicators

RI 10. By the end of year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### READING FOUNDATIONAL SKILL – Key Indicators

RF 1. Demonstrate understanding of the organization and basic features of print.

RF 2. Demonstrate understanding of spoken words, syllables, and sounds.

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

### WRITING – Key Indicators

W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Additional Indicators

Cluster: Production and Distribution of Writing (standards W5 and W6)

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### LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1, and L2)

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