



GRANITE SCHOOL DISTRICT
1st 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 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 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 (phonemes).

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

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. (L 2 is also a component when determining proficiency).

W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 1 Participate in collaborative conversations with diverse partners about *grade 1 topics* and texts with peers and adults in small and larger groups. (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. 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*) (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 2

READING LITERATURE – Key Indicators

RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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 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.

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 (phonemes).

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

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. (L 2 is also a component when determining proficiency).

W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 1 Participate in collaborative conversations with diverse partners about *grade 1 topics* and texts with peers and adults in small and larger groups. (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. 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*) (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

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 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 (e.g., in illustrations, descriptions, or procedures).

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 (phonemes).

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

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. (L 2 is also a component when determining proficiency).

W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL 5, SL 6, and L 1 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. 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*) (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

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 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 (e.g., in illustrations, descriptions, or procedures).

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 (phonemes).

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

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. (L 2 is also a component when determining proficiency).

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SPEAKING AND LISTENING – Additional Indicators

SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL 5, SL 6, and L 1 are components when determining proficiency).

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