

ELA Essential Elements – First Grade Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Instructional Activities	Text Examples
1 st Quarter	I can recount major events and details from a story with guidance and support.	EE.RL.1.1- Identify details in familiar stories. EE.RL.1.2- With guidance and support, recount major events in familiar stories.	-Use visuals to put the major events and details in the order they happened.	Literature text examples: If I Built a School Big Friends Strictly No Elephants The Legend of Rock, Paper, Scissors A Perfect Day- could lend itself to a narrative writing prompt about their perfect day
	I can identify the characters and setting.	EE.RL.1.3- Identify characters and settings in a familiar story.	-Sort characters and setting to the text.	
	I can identify a sensory or feeling word used in story.	EE.RL.1.4- With guidance and support, identify sensory or feeling words in a familiar story.	-Identify a sensory or feeling word from a sensory/feeling word chart that describes what is happening in the story.	
	I can sort texts by category (fiction, nonfiction).	EE.RL.1.5- With guidance and support, identify a text as telling a story.	-Sort books by fiction (telling a story) or nonfiction (telling us information).	
	I can tell who is telling the story in a familiar text.	EE.RL.1.6-With guidance and support, identify a speaker within a familiar story.	-Have visuals for students to pick from to identify who is telling the story (examples: boy, girl, animals, adults).	
	I can match illustrations and/or objects to the story they go with.	EE.RL.1.7-Identify illustrations or objects/tactual information that go with a familiar story.	-Sort illustrations or objects to the books they belong with.	
	I can compare and contrast adventures or experiences of characters in a story.	EE.RL.1.9- With guidance and support identify adventures or experiences of characters in a story as same or different.	-Use a thinking map to compare/contrast adventures/experiences of characters.	
	I can participate in shared reading with my teacher.	EE.RL.1.10-With guidance and support, actively engage in shared reading for a clearly stated purpose.	-Use a core vocabulary chart to participate in shared reading.	

1st Quarter- 1st grade Writing Standards

	I can pick an event and draw or write about it.	EE.W.1.3- Select an event and use drawing, dictating, or writing to share information about it.	-Given different pictures of events students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list).	
	I can add more information to my drawing or writing to make it stronger with help from an adult or a peer.	EE.W.1.5- With guidance and support from adults, add more information to own drawing, dictation or writing to strengthen it.	-Verbally talk with students about their writing or drawing to add more details. Some students may benefit from visual choices to add details, some details could be as simple as adding color to the drawing or color words to the writing.	

2 nd Quarter	I can identify details in an informational text we have read before.	EE.RI.1.1-Identify details in a familiar text.	-Once the teacher identifies the topic, students can match details (they came up with, found in the text, or were provided with) to the correct topic or find an illustration that supports the topic.	Informational Text Resources to support your Science or Social Studies topics... Create a free account on GetEpic.com to have access to free books.
	I can identify the topic and the details that support the topic.	EE.RI.1.2-With guidance and support, identify details related to the topic of a text.	-Sort details to the correct topics.	Books about the Sun or Stars
	I can match people, events, or details to an informational text.	EE.RI.1.3-Identify individuals, events, or details in a familiar informational text.	-Use visuals to identify people, major events, and details.	U.S. Symbols
	I can ask the reader to tell me what the word means in the text with guidance and support.	EE.RI.1.4- With guidance and support, ask a reader to clarify the meaning of a word in a text.	-Use highlighter tape to find a new to me word. Give students a thought bubble visual or a thinking visual to indicate when they might need clarification.	-From Seed to Pumpkin
	I can touch the front cover, back cover and the title page in a book.	EE.RI.1.5- Locate the front cover, back cover, and title page of a book.	-Touch the front cover, back cover, and title page. Students can also use different colored post-it notes to find these in their book basket books.	
	I can sort words and illustrations from informational texts.	EE.RI.1.6- Distinguish between words and illustrations in a text.	-Sort words and illustrations.	
	I can match illustrations to the correct text.	EE.RI.1.7- Identify illustrations or objects/tactual information that go with a familiar text.	-Sort illustrations to the correct informational topic.	
	I can match the author's points to the correct texts.	EE.RI.1.8- Identify points the author makes in a familiar informational text.	-Give students pre-made author's points for them to match to the correct text.	
	I can sort similar parts from two different books on the same topic.	EE.RI.1.9- With guidance and support, match similar parts of two texts on the same topic.	-Given the picture of each book, students will sort information (phrases on post it's with a visual) on the same topic to the correct text. - A Double Bubble Thinking Map is great for this activity.	
	I can participate in shared reading with my teacher.	EE.RI.1.10- Actively engage in shared reading of informational text.	-Use a core vocabulary chart to participate in shared reading.	

2nd Quarter- 1st grade Writing Standards

	I can pick a topic and draw or write to share information about the topic.	EE.W.1.2-Select a familiar topic and use drawing, dictating, or writing to share information about it.	-Given different pictures of informational topics, students will draw or write about it (may need to use an aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list).	
	I can use the smartboard or book creator to produce writing with support from my teacher.	EE.W.1.6- With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	-Write together on the smart board, use book creator, or power point.	

3 rd Quarter	I can recount major events and details from a story with guidance and support.	EE.RL.1.1- Identify details in familiar stories. EE.RL.1.2- With guidance and support, recount major events in familiar stories.	-Use visuals to put the major events and details in the order they happened.	<p>Literature text examples:</p> <p>Hey, Little Ant- could do an opinion prompt</p> <p>The Snowy Day</p> <p>Whistle for Wille</p> <p>Duck! Rabbit!</p> <p>Frog and Toad Stories- can use these short stories to compare and contrast adventures/experiences of Frog and Toad</p>
	I can identify the characters and setting.	EE.RL.1.3- Identify characters and settings in a familiar story.	-Sort characters and setting to the text.	
	I can identify a sensory or feeling word used in story.	EE.RL.1.4- With guidance and support, identify sensory or feeling words in a familiar story.	-Identify a sensory or feeling word from a sensory or feeling word chart that describes what is happening in the story.	
	I can sort texts by category (fiction, nonfiction).	EE.RL.1.5- With guidance and support, identify a text as telling a story.	-Sort books by fiction, (telling a story) or nonfiction (telling us information).	
	I can tell who is telling the story in a familiar text.	EE.RL.1.6-With guidance and support, identify a speaker within a familiar story.	-Have visuals for students to pick from to identify who is telling the story (examples: boy, girl, animals, adults).	
	I can match illustrations and/or objects to the story they go with.	EE.RL.1.7-Identify illustrations or objects/tactual information that go with a familiar story.	-Sort illustrations or objects to the books they belong with.	
	I can compare and contrast adventures or experiences of characters in a story.	EE.RL.1.9- With guidance and support identify adventures or experiences of characters in a story as same or different.	-Use a thinking map to compare and contrast adventures and experiences of characters.	
	I can participate in shared reading with my teacher.	EE.RL.1.10-With guidance and support, actively engage in shared reading for a clearly stated purpose.	-Use a core vocabulary chart to participate in shared reading.	

3rd Quarter- 1st grade Writing Standards

	I can pick an event and draw or write about it.	EE.W.1.3- Select an event and use drawing, dictating, or writing to share information about it.	-Given different pictures of events students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list).	
	I can answer questions about personal experiences with guidance from adults.	EE.W.1.8- With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	-Have families send in a collage of pictures for students to use to write about personal experiences. Or use a shared experience from class (blowing bubbles, making popcorn- something memorable).	
	I can write my opinion about a book.	EE.W.1.1-Select a familiar book and use drawing, dictating, or writing to state an opinion about it.	-Opinion writing sentence starter; In my opinion, _____ is the best because_____. Give visuals of topics and books read in class	

4 th Quarter	I can identify details in an informational text we have read before.	EE.RI.1.1-Identify details in a familiar text.	-Once the teacher identifies the topic, students can match details (they came up with, found in the text, or were provided with) to the correct topic or find an illustration that supports the topic.	Information Text Examples: Use topics to address Science and Social Studies topics as well -From Caterpillar to Butterfly -Earth Day -Ants -Spiders
	I can identify the topic and the details that support the topic.	EE.RI.1.2-With guidance and support, identify details related to the topic of a text.	-Sort details to the correct topics.	
	I can match people, events, or details to an informational text.	EE.RI.1.3-Identify individuals, events, or details in a familiar informational text.	-Use visuals to identify people, major event and details.	
	I can ask the reader to tell me what the word means in the text with guidance and support.	EE.RI.1.4- With guidance and support, ask a reader to clarify the meaning of a word in a text.	-Use highlighter tape to find a new to me word. Give students a thought bubble visual or a thinking visual to indicate when they might need clarification.	
	I can touch the front cover, back cover and the title page in a book.	EE.RI.1.5- Locate the front cover, back cover, and title page of a book.	-Touch the front cover, back cover, and title page. Students can also use different colored post-it notes to find these in their book basket books.	
	I can sort words and illustrations from informational texts.	EE.RI.1.6- Distinguish between words and illustrations in a text.	-Sort words and illustrations.	
	I can match illustrations to the correct text.	EE.RI.1.7- Identify illustrations or objects/tactual information that go with a familiar text.	-Sort illustrations to the correct informational topic.	
	I can match the author's points to the correct texts.	EE.RI.1.8- Identify points the author makes in a familiar informational text.	-Given students pre-made author's points for them to match to the correct text(s).	
	I can sort similar parts from two different books on the same topic.	EE.RI.1.9- With guidance and support, match similar parts of two texts on the same topic.	-Given the picture of each book students will sort information (phrases on post it's with a visual) on the same topic to the correct text. - A Double Bubble Thinking Map is great for this activity.	
	I can participate in shared reading with my teacher.	EE.RI.1.10- Actively engage in shared reading of informational text.	-Use a core vocabulary chart to participate in shared reading.	

4th Quarter- 1st grade Writing Standards

	I can pick a topic and draw or write to share information about the topic.	EE.W.1.2-Select a familiar topic and use drawing, dictating, or writing to share information about it.	-Given different pictures of informational topics students will draw or write about (may need to use an aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list).	
	I can participate in shared research and writing projects with help.	EE.W.1.7-With guidance and support, participate in shared research and writing projects.	-Create a class All About Book.	
	I can write my opinion about a book.	EE.W.1.1-Select a familiar book and use drawing, dictating, or writing to state an opinion about it.	-Opinion writing sentence starter; In my opinion, _____ is the best because_____. Give visuals of topics and books read in class.	

Embedded throughout the year:

Print Concepts Essential Elements:

EE.RF.1.1- Demonstrate emerging understanding of the organization of print.

- a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).

Phonological Awareness Essential Elements:

EE.RF.1.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize rhyming words.
- b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
- c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
- d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition Essential Elements:

EE.RF.1.3- Demonstrate emerging letter and word identification skills.

- a. Identify upper case letters of the alphabet.
- b. With guidance and support, recognize familiar words that are used in every day routines.
- c-g. Not applicable.

Fluency Essential Elements:

EE.RF.1.4- Begin to attend to words in print.

- a. Engage in sustained, independent study of books.
- b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
- c. Not applicable.

Speaking and Listening Essential Elements:

EE.SL.1.1- Participate in conversations with adults.

- a. Engage in multiple-turn exchanges with supportive adults.
- b. Build on comments or topics initiated by an adult.
- c. Uses one or two words to ask questions related to personally relevant topics.

EE.SL.1.2- During shared reading activities, answer questions about details presented orally or through other media.

EE.SL.1.3- Communicate confusion or lack of understanding (“I don’t know”).

EE.SL.1.4- Identify familiar people, places, things, or events.

EE.SL.1.5- Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.

EE.SL.1.6- With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

Examples to support the Speaking and Listening EE’s:

-Use of communication board, use a talking stick or item to show how to have a back and forth conversation, comprehension questions with visual answer choices, help or I don’t know visual for emerging communicators, visuals of familiar people, place, things, events in school (teachers, library, cafeteria, gym, books, school supplies, events that happen at school), visuals of things that happen at those events or items you need for lunch/PE, visual of emotions for students to touch or say during Morning Meeting, cool down area with visuals, tell me more visual or point to more on communication board to clarify.

Conventions of Standard English Essential Elements:

EE.L.1.1- Demonstrate emerging understanding of letter and word use...

- a. Write letters from own name.
- b. Use frequently occurring nouns in communication.
- c. Use frequently occurring plural nouns in communication.
- d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you).
- e. Use familiar present tense verbs.
- f. With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
- g. Not applicable
- h. Not applicable
- i. With guidance and support, use common prepositions (e.g., on, off, in, out).
- j. With guidance and support, use simple question words (interrogatives) (e.g., who, what).

EE.L.1.2- Demonstrate emerging understanding of conventions of standard English.

- a. Not applicable.
- b. With guidance and support during shared writing, put a period at the end of a sentence.
- c. Not applicable.
- d. With guidance and support, use letters to create words.
- e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.

Vocabulary Acquisition and Use Essential Elements:

EE.L.1.4- Demonstrate emerging knowledge of word meanings;

- a. Demonstrate understanding of words used in every day routines.
- b. Not applicable
- c. Not applicable

EE.L.1.5- Demonstrate emerging understanding of word relationships...

- a. With guidance and support, sort common objects into familiar categories.
- b. With guidance and support, identify attributes of familiar words.
- c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.
- d. Not applicable.

EE.L.1.6- With guidance and support use words acquired through conversations, being read to, and during shared reading activities.