**1st Grade ELA Curriculum for Students with ASD**

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### ****Overview****

Focus: Building foundational writing skills through recognition of basic story elements, simple sentence construction, and creative expression using hands-on activities.

### ****Weeks 1-4: Introduction to Story Elements****

**Focus**: Characters, setting, and events.

* **Week 1: Characters**
  + **Read Aloud**: Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.
  + **Activity**: Identify and discuss the main character.
  + **Hands-On**: Create character masks using paper plates and craft materials.
* **Week 2: Setting**
  + **Read Aloud**: We're Going on a Bear Hunt by Michael Rosen.
  + **Activity**: Discuss where the story takes place.
  + **Hands-On**: Draw the setting using crayons and large paper.
* **Week 3: Events**
  + **Read Aloud**: The Very Hungry Caterpillar by Eric Carle.
  + **Activity**: Identify key events in the story.
  + **Hands-On**: Use sequencing cards to arrange events in order.
* **Week 4: Combining Elements**
  + **Review**: Characters, setting, and events.
  + **Activity**: Retell the story using prompts.
  + **Hands-On**: Assemble a simple story collage with images representing each element.

### ****Weeks 5-8: Building Simple Sentences****

**Focus**: Crafting basic sentences about story elements.

* **Week 5: Writing About Characters**
  + **Activity**: Use sentence starters like “The character is \_\_.”
  + **Hands-On**: Use magnetic words to form sentences on a board.
* **Week 6: Writing About Settings**
  + **Activity**: Describe the setting with simple sentences.
  + **Hands-On**: Create a "setting jar" with cards depicting different places.
* **Week 7: Writing About Events**
  + **Activity**: Write sentences about what happens in the story.
  + **Hands-On**: Use Play-Doh to model key events and write accompanying sentences.
* **Week 8: Combining Sentences**
  + **Activity**: Form a short paragraph using sentences about characters, settings, and events.
  + **Hands-On**: Decorate a story strip with written sentences and drawings.

### ****Weeks 9-12: Sequencing and Retelling Stories****

**Focus**: Understanding the order of events and retelling stories.

* **Week 9: Sequencing Events**
  + **Activity**: Arrange events in the correct order using picture cards.
  + **Hands-On**: Create a simple timeline with stickers.
* **Week 10: Retelling Stories**
  + **Activity**: Encourage students to retell a familiar story verbally.
  + **Hands-On**: Use puppets to act out the story.
* **Week 11: Story Mapping**
  + **Activity**: Introduce basic story maps to outline characters, setting, and events.
  + **Hands-On**: Fill in a large poster story map together.
* **Week 12: Creating a Story Sequence Book**
  + **Activity**: Guide students to create a small book that sequences a story they know.
  + **Hands-On**: Assemble the book using folded paper and drawings.

### ****Weeks 13-16: Introduction to Creative Writing****

**Focus**: Encouraging creativity through guided writing exercises.

* **Week 13: Story Starters**
  + **Activity**: Provide simple prompts like “Once upon a time, there was a \_\_.”
  + **Hands-On**: Draw a picture based on the story starter before writing.
* **Week 14: Adding Details**
  + **Activity**: Expand the story with more descriptive words.
  + **Hands-On**: Use sensory bins to inspire descriptive writing.
* **Week 15: Writing Dialogue**
  + **Activity**: Introduce basic dialogue with prompts like “The cat said, ‘\_\_.’”
  + **Hands-On**: Create speech bubbles and place them on character drawings.
* **Week 16: Creating a Mini-Story**
  + **Activity**: Combine sentences into a simple story.
  + **Hands-On**: Assemble a mini-book with text and illustrations.

### ****Weeks 17-20: Developing Writing Skills****

**Focus**: Enhancing sentence structure and introducing new vocabulary.

* **Week 17: Descriptive Words**
  + **Activity**: Introduce adjectives to describe characters and settings.
  + **Hands-On**: Use flashcards with adjectives and pictures.
* **Week 18: Sentence Variety**
  + **Activity**: Practice writing different types of sentences (e.g., questions, exclamations).
  + **Hands-On**: Sentence strip sorting games.
* **Week 19: Writing Short Stories**
  + **Activity**: Plan and write a short story using a graphic organizer.
  + **Hands-On**: Use story cubes to inspire plot ideas.
* **Week 20: Revising and Editing**
  + **Activity**: Introduce basic revising techniques like adding details or correcting errors.
  + **Hands-On**: Peer review with guided questions.

### ****Weeks 21-26: Culmination and Sharing****

**Focus**: Finalizing stories and sharing with others.

* **Week 21: Finalizing Stories**
  + **Activity**: Complete the first draft of their story.
  + **Hands-On**: Use colored pencils or markers to enhance illustrations.
* **Week 22: Illustrating Stories**
  + **Activity**: Add detailed drawings to accompany their writing.
  + **Hands-On**: Create a storyboard with sequential drawings.
* **Week 23: Preparing for Sharing**
  + **Activity**: Practice reading their stories aloud.
  + **Hands-On**: Create a cozy reading space with pillows and quiet lighting.
* **Week 24: Sharing Stories**
  + **Activity**: Share stories with the class or in small groups.
  + **Hands-On**: Create a “story gallery” display of all student works.
* **Week 25: Reflecting on Writing**
  + **Activity**: Discuss what they enjoyed and what was challenging.
  + **Hands-On**: Use a feelings chart to express their experiences.
* **Week 26: Celebrating Achievements**
  + **Activity**: Host a small celebration or certificate ceremony.
  + **Hands-On**: Create personalized bookmarks featuring their favorite part of their story.