



# MOHAWK

## Local School District

*Preparing today's students for tomorrow's challenges*

### Mohawk Local Schools 1<sup>st</sup> Grade ELA

### Quarter 1 Curriculum Guide

General Expectations of the ELA Standards

A Focus on Results Rather than Means  
 An Integrated Model of Literacy  
 Research and Media Blended into the Standards as a Whole  
 Shared Responsibility for Students' Literacy Development  
 Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:

- Reading
- Writing
- Speaking and Listening
- Language

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

Smart Start week 1 and 2, Unit 1  
 R.L.1.1 (DOK1) Ask and answer questions about key details in a text.

- I can identify key details in the text. (K)
- I can ask questions about key details in the text. (K)
- I can answer questions about key details in the text. (K)
- I can ask and answer questions about key details in the text. (K)

R.L.1.2 (DOK3) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- I can retell stories with key details. (K)
- I can understand the central message or lesson of a story. (R)
- I can orally demonstrate the central message or lesson of a story.

	(P)
R.L.1.4 (DOK2) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>• I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• I can identify to which feelings and senses are being suggested.(R)</li> </ul>
R.L.1.5 (DOK1) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>• I can recognize characteristics of fiction. (K)</li> <li>• I can recognize characteristics of nonfiction. (K)</li> <li>• I can explain how a book that tells a story is different from a book that gives information. (K)</li> </ul>
R.L.1.7 (DOK2) Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• I can use story illustrations to identify characters, setting, events. (K)</li> <li>• I can use story details to identify characters, setting, and events. (K)</li> <li>• I can describe characters, setting, and events using story illustrations. (R)</li> <li>• I can describe characters, setting, and events using story details. (R)</li> </ul>
R.L.1.10 (DOK2) With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> <li>• I can identify in prose and poetry key ideas and details, craft and structure, and integration of knowledge and ideas. (K)</li> <li>• I can comprehend in prose and poetry key ideas and details, craft and structure, and integration of knowledge and ideas. (R)</li> </ul>
R.I.1.1 (DOK1) Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• I can identify key details in the text. (K)</li> <li>• I can ask questions about key details in the text. (K)</li> <li>• I can answer questions about key details in the text. (K)</li> <li>• I can ask and answer questions about key details in the text. (K)</li> </ul>
R.I.1.4 (DOK2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>• I can identify unknown/unclear words in a text. (K)</li> <li>• I can clarify the meaning of unknown words by asking and answering questions. (R)</li> </ul>
R.I.1.6 (DOK1) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>• I can identify whether information is provided in pictures or other illustrations and by the words in the text. (K)</li> </ul>
R.I.1.9 (DOK2) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>• I can identify basic similarities in two texts on the same topic. (K)</li> <li>• I can identify basic differences in two texts on the same topic. (K)</li> <li>• I can compare and contrasts two texts on the same topic. (R)</li> </ul>

<p>R.I.1.10 (DOK1) With prompting and support, read informational texts appropriately complex for grade 1.</p>	<ul style="list-style-type: none"> <li>• I can read short informational text and ask for help when needed. (K)</li> </ul>
<p>R.F.1.1 (DOK1) Demonstrate understanding of the organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of the organization and basic features of print. (K)</li> <li>• I can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (K)</li> <li>• I can recognize that the first word of every sentence begins with a capital letter. (K)</li> <li>• I can recognize that sentences are made up of words. (K)</li> <li>• I can recognize that a sentence has ending punctuation marks. (K)</li> <li>• I can identify the three different types of punctuation marks. (period, exclamation point, question mark) (K)</li> </ul>
<p>R.F.1.2 (DOK3) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• I can recognize short vowel sounds. (K)</li> <li>• I can recognize long vowel sounds. (K)</li> <li>• I can recognize consonant sounds. (K)</li> <li>• I can recognize consonant blends. (K)</li> <li>• I can distinguish long from short vowel sounds in spoken single-syllable words. (R)</li> <li>• I can isolate initial sounds in single-syllable words. (R)</li> <li>• I can isolate medial sounds in single-syllable words. (R)</li> <li>• I can isolate final sounds in single-syllable words. (R)</li> <li>• I can orally produce single-syllable words by blending sounds (R)</li> <li>• I can orally produce single-syllable words by blending consonant blends. (R)</li> <li>• I can pronounce initial sounds in single-syllable words. (PS)</li> <li>• I can pronounce medial sounds in single-syllable words. (PS)</li> <li>• I can pronounce final sounds in single-syllable words. (PS)</li> <li>• I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<p>R.F.1.3 (DOK3) Know and apply grade-level phonics and word analysis skills in decoding words.  b. Decode regularly spelled one-syllable words.  f. Read words with inflectional endings.</p>	<ul style="list-style-type: none"> <li>• I know grade level phonics and word analysis skills to decode words. (K)</li> <li>• I know that words have syllables. (K)</li> </ul>

<p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• I can recognize words with inflectional endings. (K)</li> <li>• I can recognize grade-appropriate irregularly spelled words. (K)</li> <li>• I can apply grade-level phonics and word analysis skills in decoding words. (R)</li> <li>• I can distinguish between words with spelling patterns and irregularly spelled words. (R)</li> <li>• I can distinguish between words with inflectional endings and words that contain the same letters as those inflectional endings. (R)</li> <li>• I can read words with inflectional endings. (PS)</li> <li>• I can read irregularly spelled sight words appropriate to grade level. (PS)</li> </ul>
<p>R.F.1.4 (DOK3) Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• I can identify and understand foundational skills for reading standards #1-3. (K)</li> <li>• I can read orally with accuracy, appropriate rate, and expression on successive readings. (K)</li> <li>• I can identify reading strategies to use when confirming or figuring out unknown words in text. (K)</li> <li>• I can apply foundational skills reflected in reading standards #1-3. (R)</li> <li>• I can determine the purpose for reading an on-level text. (R)</li> <li>• I can read on level text by applying reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. (R)</li> <li>• I can confirm or self-correct word recognition and understanding by using context. (R)</li> <li>• I can read on-level text fluently and accurately. (P)</li> <li>• I can reread with fluency as necessary. (P)</li> <li>• I can read with accuracy, appropriate rate, and expression on successive readings. (P)</li> <li>• I can read with purpose and understanding. (P)</li> </ul>
<p>W.1.3 (DOK 4) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal</p>	<ul style="list-style-type: none"> <li>• I can choose and experience in which to write and identify two or more events of the experience and sequence them appropriately. (K)</li> </ul>

<p>event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can identify transitional words. (K)</li> <li>• I can identify details, transitions, closure, and final thoughts. (K)</li> <li>• I can 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)</li> </ul>
<p>W.1.5 (DOK2) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> <li>• I can, with guidance and support from adults, recognize how to respond to questions and suggestions from peers and add details to strengthen writing as needed. (R)</li> <li>• I can, with guidance and support from adults, develop writing by responding to questions and suggestions from peers and add details to strengthen writing as needed. (P)</li> </ul>
<p>S.L.1.1 (DOK3) Participate in collaborative conversations with diverse partners about <i>grade 1 topics and text</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• I can identify rules for discussion with a partner including how to listen, how to ask questions on topic, and how to move conversations along. (K)</li> <li>• I can decide if comments and questions are appropriate to the topic of discussion. (R)</li> <li>• I can observe if agreed-upon discussion rules are being followed. (R)</li> <li>• I can participate in conversations about grade 1 topics and texts. (PS)</li> <li>• I can follow agreed-upon rules for discussion. (PS)</li> <li>• I can listen while others are speaking and respond to comments to continue conversations with peers and adults. (PS)</li> <li>• I can ask questions to better understand topic and texts. (PS)</li> </ul>
<p>S.L.1.2 (DOK1) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• I can ask questions about key details in a text read aloud or information presented orally or through other media. (K)</li> <li>• I can answer questions about key details in a text read aloud or information presented orally or through other media. (K)</li> </ul>
<p>S.L.1.3 (DOK2) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>• I can recognize that asking and answering questions is a strategy for getting more information from a speaker and clarifying something about what a speaker says that is not understood. (K)</li> <li>• I can determine when additional information/clarification about what a speaker says is needed. (R)</li> </ul>

	<ul style="list-style-type: none"> <li>• I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (R)</li> </ul>
S.L.1.4 (DOK3) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• I can identify people, places, things, events, ideas, details, and feelings. (K)</li> <li>• I can determine relevant details that describe people, places, things, and events. (R)</li> <li>• I can orally perform a clear presentation that describes a person, a place, a thing, or an event that includes relevant details and expresses ideas and feelings clearly. (PS)</li> </ul>
S.L.1.5 (DOK2) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• I know ideas, thoughts, and feelings. (K)</li> <li>• I can understand clarify. (K)</li> <li>• I can determine which ideas, thoughts, feelings need clarification. (R)</li> <li>• I can determine when it is appropriate to add drawings or other visual displays to descriptions to clarify. (R)</li> <li>• I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (R)</li> </ul>
S.L.1.6 (DOK3) Produce complete sentences when appropriate to task and situations. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).	<ul style="list-style-type: none"> <li>• I can identify complete sentences in writing and when spoken. (K)</li> <li>• I can identify task and situation. (K)</li> <li>• I can differentiate when situation calls for speaking in complete sentences. (R)</li> <li>• I can produce complete sentences when appropriate to task and situations. (PS)</li> </ul>
L.1.1 (DOK3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>• I can print all upper and lowercase letters. (K)</li> <li>• I can recognize common, proper, and possessive nouns. (K)</li> <li>• I can recognize that nouns and verbs agree in sentences. (K)</li> <li>• I can demonstrate command of the conventions of standard English grammar and usage when speaking. (PS)</li> <li>• I can use nouns in speaking: common, proper, and possessive. (PS)</li> <li>• I can use singular and plural nouns with matching verbs in basic sentences. (PS)</li> </ul>

<p>L.1.2 (DOK2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• I can capitalize dates and names of people. (K)</li> <li>• I can differentiate between the use of periods, exclamation marks, and question marks. (K)</li> <li>• Use end punctuation for sentences. (K)</li> <li>• I know conventional spelling of common spelling patterns. (K)</li> <li>• I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (R)</li> <li>• I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (R)</li> </ul>
<p>L.1.4 (DOK1) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly for an array of strategies.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> <li>• I can identify frequently occurring root words (e.g., look) and their inflectional forms. (K)</li> </ul>
<p>L.1.5 (DOK3) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> <li>• I can with the guidance and support from adults, identify real-life connections between words and their uses. (K)</li> </ul>