



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools 1st Grade ELA

Quarter 4 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....."
Unit 4.4 to Unit 5 RL1.1 (DOK 1) Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • I can ask questions about key details in a text. (K) • I can answer questions about key details in a text. (K) • I can ask and answer questions about key details in a text. (K)
RL 1.2 (DOK 3) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • I can retell stories, including key details. (K) • I can understand the central message or lesson. (R) • I can orally demonstrate the central message or lesson (PS)
RL1.3 (DOK 2) Describe characters, settings, and major	<ul style="list-style-type: none"> • I can define and identify characters, settings, and major events in

events in a story, using key details.	<p>a story, using key details. (K)</p> <ul style="list-style-type: none"> • I can describe characters, settings, and major events in a story, using key details. (R)
RL 1.5 (DOK 1) 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"> • I can recognize characteristics of fiction, in different forms of text. (K) • I can recognize characteristics of nonfiction, in different forms of text. (K) • I can explain major differences between books that tell stories and books that give information (K)
RL 1.6 (DOK 1) Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> • I can recognize when the narrator is telling the story. (K) • I can identify who is telling the story at various points in a text. (K)
RI 1.1 (DOK 1) Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • I can ask questions about key details in a text. (K) • I can answer questions about key details in a text. (K) • I can ask and answer questions about key details in a text. (K)
RI 1.2 (DOK1) Identify the main topic and retell key details in a text.	<ul style="list-style-type: none"> • I can identify the main topic in a text. (K) • I can identify the key details in a text. (K) • I can retell the key details in a text. (K)
RI 1.3 (DOK 2) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • I can identify key details about an individual discussed in an informational text. (K) • I can identify key details about events or ideas in an informational text. (K) • I can describe the connections made between two individuals, events, ideas, pieces of information in a text. (R)
RI 1.4 (DOK 2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> • I can identify unknown or unclear words in a text. (K) • I can clarify the meaning of unclear words by asking and answering questions. (R)
RI 1.5 (DOK 1) 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.	<ul style="list-style-type: none"> • I can determine how to use different text features. (K) • I can identify various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) (K) • I can use various text features to locate key facts or information in a text. (K)
RI 1.7 Use the illustrations and details in a text to describe	<ul style="list-style-type: none"> • I can identify details and key ideas. (K)

its key ideas.	<ul style="list-style-type: none"> • I can describe key ideas using illustrations in an informational text. (R) • I can describe key ideas using details in an informational text. (R)
RI 1.8 (DOK 1) Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • I can identify the reasons an author gives to support points in a text. (K)
RI 1.9 (DOK 2) 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"> • I can identify basic similarities in two texts on the same topic. (K) • I can identify the differences between two texts on the same topic. (K) • I can compare and contrast two texts on the same topic. (R)
RI 1.10 (DOK 1) With prompting and support, read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> • I can read short informational text and ask for help when needed. (K)
<p>RF 1.2 (DOK 3) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<ul style="list-style-type: none"> • I can recognize short vowel sounds. (K) • I can recognize long vowel sounds. (K) • I can recognize consonant sounds. (K) • I can recognize consonant blends. (K) • I can distinguish long from short vowel sounds in spoken single-syllable words. (R) • I can isolate initial sounds in single-syllable words. (R) • I can isolate medial sounds in single-syllable words. (R) • I can isolate final sounds in single-syllable words. (R) • I can orally produce single-syllable words by blending sounds (R) • I can orally produce single-syllable words by blending consonant blends. (R) • I can pronounce initial sounds in single-syllable words. (PS) • I can pronounce medial sounds in single-syllable words. (PS) • I can pronounce final sounds in single-syllable words. (PS) • I can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<p>RF 1.3 (DOK 3) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know final-e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel 	<ul style="list-style-type: none"> • I know grade level phonics and word analysis skills to decode words. (K) • Know the rules for final -e and vowel teams that form long vowel sounds. (K) • I know that words have syllables. (K)

<p>sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • I can identify that each syllable contains a vowel. (K) • I can identify the number of syllables in a printed word. (K) • I can determine the syllable parts of a two syllable word. (K) • I know basic patterns to break words into syllables. (K) • I can read two syllable words by decoding and/or using syllabication skills. (K) • I can recognize words with inflectional endings. (K) • I can recognize grade-appropriate irregularly spelled words. (K) • I can apply grade-level phonics and word analysis skills in decoding words. (R) • I can distinguish between words with spelling patterns and irregularly spelled words. (R) • I can distinguish between words with inflectional endings and words that contain the same letters as those inflectional endings. (R) • I can read words with inflectional endings. (PS) • I can read irregularly spelled sight words appropriate to grade level. (PS)
<p>RF 1.4 (DOK 3) 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"> • I can identify and understand foundational skills for reading standards #1-3. (K) • I orally read with accuracy, appropriate rate, and expression on successive readings. (K) • I can identify reading strategies to use when confirming or figuring out unknown words in text. (K) • I can apply foundational skills reflected in reading standards #1-3. (R) • I can determine the purpose for reading an on-level text. (R) • 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) • I can confirm or self-correct word recognition and understanding by using context. (R) • I can read on-level text fluently and accurately. (P) • I can reread with fluency as necessary. (P)

	<ul style="list-style-type: none"> • I can read with accuracy, appropriate rate, and expression on successive readings. (P) • I can read with purpose and understanding. (P)
W 1.1 (DOK 4) 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.	<ul style="list-style-type: none"> • I can identify a topic or the name of a book about which to write. (K) • I can recognize and define opinion and closure. (K) • I can formulate an opinion of a book or topic and provide a reason for that opinion. (R) • I can provide a sense of closure for the opinion piece. (R) • I can write an opinion piece that introduces the topic or names the book being written about, states an opinion about the book or topic, supplies a reason for the opinion, and provides a sense of closure. (P)
W 1.2 (DOK 4) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> • I can identify an informative/explanatory text. (K) • I can select a topic for an informative/explanatory text. (K) • I can determine supporting facts about a topic. (R) • I can determine an appropriate closure. (R) • I can write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure. (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 event order, and provide some sense of closure.	<ul style="list-style-type: none"> • I can choose and experience in which to write and identify two or more events of the experience and sequence them appropriately. (K) • I can identify transitional words. (K) • I can identify details, transitions, closure, and final thoughts. (K) • 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)
W 1.5 (DOK 2) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> • 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. (K) • I can, with guidance and support from adults, develop writing by respond to questions and suggestions from peers and add details

	to strengthen writing as needed. (R)
W 1.6 (DOK 3) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • I can, with guidance and support, use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools). (K) • I can, with guidance and support, choose digital tools for producing and publishing writing. (R) • I can, with guidance and support, use technology to produce and publish writing individually and with peers. (PS)
W 1.7 (DOK 2) Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> • I can conduct shared research using various sources and tools. (K) • I can explore the format of a variety of texts (e.g., “how to”). (K) • I can determine appropriate sources and tools to conduct shared research. (R) • I can distinguish the format of a variety of texts. (R) • I can participate in shared research and writing projects. (R)
W 1.8 (DOK 2) Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> • I can identify experience and source. (K) • I can gather information from more than one source to answer a question. (R) • I can, with guidance and support, answer a question using information from experience and answer a question using information from a provided source. (R)
SL 1.2 (DOK 1) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • I can ask questions about key details in a text read aloud or information presented orally or through other media. (K) • I can answer questions about key details in a text read aloud or information presented orally or through other media. (K)
SL 1.3 (DOK 2) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • 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) • I can determine when additional information/clarification about what a speaker says is needed. (R) • 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)
SL 1.4 (DOK 3) Describe people, places, things and events	<ul style="list-style-type: none"> • I can identify people, places, things, events, ideas, details, and

<p>with relevant details, expressing ideas and feelings clearly.</p>	<p>feelings. (K)</p> <ul style="list-style-type: none"> • I can determine relevant details that describe people, places, things, and events. (R) • 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)
<p>SL 1.5 (DOK 2) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • I know ideas, thoughts, and feelings. (K) • I can understand clarify. (K) • I can determine which ideas, thoughts, feelings need clarification. (R) • I can determine when it is appropriate to add drawings or other visual displays to descriptions to clarify. (R) • I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (R)
<p>SL 1.6 (DOK 3) Produce complete sentences when appropriate to task and situations. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).</p>	<ul style="list-style-type: none"> • I can identify complete sentences in writing and when spoken. (K) • I can identify task and situation. (K) • I can differentiate when situation calls for speaking in complete sentences. (R) • I can produce complete sentences when appropriate to task and situations. (PS)
<p>L 1.1 (DOK 3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). 	<ul style="list-style-type: none"> • I can recognize that nouns and verbs agree in sentences. (K) • I can recognize pronouns: personal, possessive, and indefinite. (K) • I know past, present, and future verbs. (K) • I can identify adjectives. (K) • I can recognize conjunctions. (K) • I can recognize determiners. (K) • I know common prepositions. (K) • I can recognize sentence types: complete, simple, compound, declarative, interrogative, imperative, and exclamatory. (K) • I can demonstrate command of the conventions of standard English grammar and usage when writing to expand sentence types: complete, simple, compound, declarative, interrogative,

<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>imperative, and exclamatory. (R)</p> <ul style="list-style-type: none"> • I can use indefinite pronouns: personal, possessive, and indefinite. (PS) • I can use verbs to convey a sense of past, present, and future. (PS) • I can use frequently occurring adjectives, conjunctions, determiners, and prepositions. (PS) • I can produce and expand complete, simple, compound, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (PS)
<p>L 1.2 (DOK 2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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"> • I know conventional spelling of common spelling patterns. (K) • I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (R) • I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (R)
<p>L 1.4 (DOK 2) 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>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use the frequently occurring affixes as a clue to the meaning of a word.</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"> • I can understand that some words and phrases have multiple meanings. (K) • I can identify common affixes, root words, and inflectional forms. (K) • I can identify an array of strategies for determining meanings of unknown words and phrases. (K) • I can apply sentence level context clues, frequently occurring affixes as a clue, frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) to determine or clarify the meaning of an unknown word or phrase. (R) • I can choose from an array of strategies and apply them to determine the meaning or clarify unknown words. (R)
<p>L 1.5 (DOK 3) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • I can, with guidance and support from adults, categorize pictures/words by multiple attributes and identify real-life connections between words and their uses. (K) • I can, with guidance and support from adults, distinguish shades of meaning among similar verbs and distinguish adjectives

<p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>differing in intensity by defining, choosing and applying them. (R)</p> <ul style="list-style-type: none"> • I can, with guidance and support from adults, act out the meanings of similar verbs. (PS)
<p>L 1.6 (DOK 3) 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).</p>	<ul style="list-style-type: none"> • I can acquire words and phrases through conversations, reading, being read to, and responding to text. (K) • I can identify and use frequently occurring conjunctions to signal simple relationships. (K) • I can distinguish between words and phrases, including those that signal simple relationships, acquired through conversations, reading, being read to, and responding to text. (R) • I can demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, and responding to text. (PS)