Mohawk Local Schools   1st Grade ELA

Quarter 2   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:
- o Reading
- o Writing
- o Speaking and Listening
- o 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 2 RL1.1 (DOK 1) Ask and answer questions about key details in a text.	• 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)
RL1.3 (DOK 2) Describe characters, settings, and major events in a story, using key details.	• I can define and identify characters, settings, and major events in a story, using key details. (K) • 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.	• 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)
RI 1.1 (DOK 1) Ask and answer questions about key details in a text.	• 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.	• 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 1.4 (DOK 2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• 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 1.9 (DOK 2) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• 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.	• I can read short informational text and ask for help when needed. (K)

RF 1.2 (DOK 3) 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).
	• 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).

RF 1.3 (DOK 3) Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Know the spelling-sound correspondences for common consonant digraphs.
    b. Decode regularly spelled one-syllable words.
    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
    f. Read words with inflectional endings.
    g. Recognize and read grade-appropriate irregularly spelled words.
	• I know grade level phonics and word analysis skills to decode words. (K)
	• I can recognize consonant digraphs. (K)
	• I know the sound produced for consonant digraphs. (K)
	• I know that words have syllables. (K)
	• 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)

RF 1.4 (DOK 3) Read with sufficient accuracy and fluency to support comprehension.
    a. Read on-level text with purpose and understanding.
    b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word
	• 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

recognition and understanding, rereading as necessary.	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) • I can read with accuracy, appropriate rate, and expression on successive readings. (P) • I can read with purpose and understanding. (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.	• 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.	• 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.	• 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)
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.	• 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.	• 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 with relevant details, expressing ideas and feelings clearly.	• I can identify people, places, things, events, ideas, details, and feelings. (K) • 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)
SL 1.5 (DOK 2) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• 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)
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).	• 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)

L 1.1 (DOK 3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    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).
	• I can recognize common, proper, and possessive nouns. (K)
	• I can recognize that nouns and verbs agree in sentences. (K)
	• I can demonstrate command of the conventions of standard English grammar and usage when speaking. (PS)
	• I can use nouns in speaking: common, proper, and possessive. (PS)
	• I can use singular and plural nouns with matching verbs in basic sentences. (PS)

L 1.2 (DOK 2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize dates and names of people.
    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	• I can capitalize dates and names of people. (K)
	• 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)

L 1.4 (DOK 1) 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. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	• I can identify frequently occurring root words (e.g., look) and their inflectional forms. (K)
L 1.5 (DOK 1) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	• I can identify real-life connections between words and their use, with guidance and support from adults. (K)