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| Mohawk Local Schools 1st Grade ELA  |
| Quarter 1 Curriculum Guide |
| General Expectations of the ELA StandardsA Focus on Results Rather than MeansAn Integrated Model of LiteracyResearch and Media Blended into the Standards as a WholeShared Responsibility for Students’ Literacy Development Focus and Coherence in Instruction and Assessment |
| Critical Areas of Focus Being Addressed:* Reading
* Writing
* Speaking and Listening
* Language
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| 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 1R.L1.1 (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. | I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.I can identify to which feelings and senses are being suggested . (R) |
| 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. | I can recognize characteristics of fiction. (K) I can recognize characteristics of nonfiction. (K)I can explain how a book that tells a story is different from a book that gives information. (K) |
| R.L.1.7 (DOK2) Use illustrations and details in a story to describe its characters, setting, or events. | I can use story illustrations to identify characters, setting, events. (K) I can use story details to identify characters, setting, and events. (K) I can describe characters, setting, and events using story illustrations. (R) I can describe characters, setting, and events using story details. (R) |
| R.L.1.10 (DOK2) With prompting and support, read prose and poetry of appropriate complexity for grade 1.  | I can identify in prose and poetry key ideas and details, craft and structure, and integration of knowledge and ideas. (K)I can comprehend in prose and poetry key ideas and details, craft and structure, and integration of knowledge and ideas. (R)   |
| R.I.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.I.1.4 (DOK2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | I can identify unknown/unclear words in a text. (K)I can clarify the meaning of unknown words by asking and answering questions. (R) |
| R.I.1.6 (DOK1) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  | I can identify whether information is provided in pictures or other illustrations and by the words in the text. (K) |
| 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).  | I can identify basic similarities in two texts on the same topic. (K)I can identify basic differences in two texts on the same topic. (K)I can compare and contrasts two texts on the same topic. (R) |
| R.I.1.10 (DOK1) 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) |
| 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).  | I can demonstrate understanding of the organization and basic features of print. (K)I can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (K)I can recognize that the first word of every sentence begins with a capital letter. (K)I can recognize that sentences are made up of words. (K)I can recognize that a sentence has ending punctuation marks. (K)I can identify the three different types of punctuation marks. (period, exclamation point, question mark) (K) |
| 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).  | 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). |
| 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.g. Recognize and read grade-appropriate irregularly spelled words. | I know grade level phonics and word analysis skills to decode words. (K)I know that words have syllables. (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)  |
| R.F.1.4 (DOK3) 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 recognition and understanding, rereading as necessary.  | I can identify and understand foundational skills for reading standards #1-3. (K)I can read orally 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) I can read with accuracy, appropriate rate, and expression on successive readings. (P)I can read with purpose and understanding. (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 (DOK2) 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. (R)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) |
| S.L.1.1 (DOK3) Participate in collaborative conversations with diverse partners about *grade 1 topics and text* with peers and adults in small and larger groups. 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).b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.c. Ask questions to clear up any confusion about the topics and texts under discussion. | 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)I can decide if comments and questions are appropriate to the topic of discussion. (R)I can observe if agreed-upon discussion rules are being followed. (R)I can participate in conversations about grade 1 topics and texts. (PS)I can follow agreed-upon rules for discussion. (PS) I can listen while others are speaking and respond to comments to continue conversations with peers and adults. (PS)I can ask questions to better understand topic and texts. (PS) |
| 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. | 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) |
| 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. | 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) |
| S.L.1.4 (DOK3) 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) |
| S.L.1.5 (DOK2) 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) |
| 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). | 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 (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). | I can print all upper and lowercase letters. (K)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 (DOK2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Capitalize dates and names of people.b. Use end punctuation for sentences.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 can differentiate between the use of periods, exclamation marks, and question marks. (K)Use end punctuation for sentences. (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 (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.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 (DOK3) 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 with the guidance and support from adults, identify real-life connections between words and their uses. (K) |
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| Mohawk Local Schools 1st Grade ELA |
| Quarter 2 Curriculum Guide |
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| Critical Areas of Focus Being Addressed:* Reading
* Writing
* Speaking and Listening
* Language
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| 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 2RL1.1 (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).1. Distinguish long from short vowel sounds in spoken single-syllable words.
2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. 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.1. Know the spelling-sound correspondences for common consonant digraphs.
2. Decode regularly spelled one-syllable words.
3. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
4. Decode two-syllable words following basic patterns by breaking the words into syllables.
5. Read words with inflectional endings.
6. 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.1. Read on-level text with purpose and understanding.
2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | 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) 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.1. Use common, proper, and possessive nouns.
2. 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.1. Capitalize dates and names of people.
2. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
3. 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.1. 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.1. 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) |

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| Quarter 3 Curriculum Guide |
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| Critical Areas of Focus Being Addressed:* Reading
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| 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 3 to Unit 4.3RL1.1 (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) |
| 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) |
| RL1.5 (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. | 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) |
| RL1.9 (DOK2) Compare and contrast the adventures and experiences of characters in stories. | I can identify characters in a story. (K)I can determine similarities and differences of adventures and experiences of characters. (K)I can compare and contrast details from stories about the adventures and experiences of characters. (R) |
| RI1.1 (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) |
| RI1.2 (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) |
| RI1.3 (DOK2) Describe the connection between two individuals, events, ideas, or pieces of information in a text. | I can identify key details about an individual, text details about events or ideas in an informational text. (K)I can describe the connections made between two: individuals, events, ideas, or pieces of information in a text. (R) |
| RI1.4 (DOK2) 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) |
| RI1.5 (DOK1) 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. | 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) |
| RI1.7 Use the illustrations and details in a text to describe its key ideas. (DOK2) | I can identify details and key ideas. (K)I can describe. (K)I can describe key ideas using illustrations and key ideas in an informational text. (R) |
| RI1.9 (DOK2) 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) |
| RI1.10 (DOK1)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) |
| RF1.3 (DOK 3) Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.c. Know final-e and common vowel team conventions for representing long vowel sounds.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 know the rules for final –e and vowel teams that form long vowel sounds. (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.1. Read on-level text with purpose and understanding.
2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | 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) 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. | 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. | 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.1. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
2. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
3. Use frequently occurring adjectives.
4. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
5. Use determiners (e.g., articles, demonstratives).
6. Use frequently occurring prepositions (e.g., during, beyond, toward).
7. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 | 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, imperative, and exclamatory. (R)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) |
| L 1.2 (DOK 2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
2. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 | 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 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.1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Use the frequently occurring affixes as a clue to the meaning of a word.
3. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 | 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) |
| L 1.5 (DOK 3) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
2. Define words by category and by one or more key attributes (e.g., a duct is a bird that swims; a tiger is a large cat with stripes).
3. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
4. 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.
 | 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 differing in intensity by defining, choosing and applying them. (R)I can, with guidance and support from adults, act out the meanings of similar verbs. (PS) |

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| Mohawk Local Schools 1st Grade ELA |
| Quarter 4 Curriculum Guide |
| General Expectations of the ELA StandardsA Focus on Results Rather than MeansAn Integrated Model of LiteracyResearch and Media Blended into the Standards as a WholeShared 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 5RL1.1 (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)  |
| RL 1.2 (DOK 3) Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | 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 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) |
| RL 1.6 (DOK 1) Identify who is telling the story at various points in a text. | 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. | 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 1.3 (DOK 2) Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 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. | 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. | 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 its key ideas. | I can identify details and key ideas. (K)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. | 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). | 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).1. Distinguish long from short vowel sounds in spoken single-syllable words.
2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. 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.1. Know final-e and common vowel team conventions for representing long vowel sounds.
2. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
3. Decode two-syllable words following basic patterns by breaking the words into syllables.
4. Read words with inflectional endings.
5. Recognize and read grade-appropriate irregularly spelled words.
 | 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)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.1. Read on-level text with purpose and understanding.
2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | 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) 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. | 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. | 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) |
| 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. | 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). | 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). | 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. | 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.1. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
2. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
3. Use frequently occurring adjectives.
4. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
5. Use determiners (e.g., articles, demonstratives).
6. Use frequently occurring prepositions (e.g., during, beyond, toward).
7. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 | 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, imperative, and exclamatory. (R)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) |
| L 1.2 (DOK 2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
2. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 | 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 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.1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Use the frequently occurring affixes as a clue to the meaning of a word.
3. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
 | 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) |
| L 1.5 (DOK 3) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
2. Define words by category and by one or more key attributes (e.g., a duct is a bird that swims; a tiger is a large cat with stripes).
3. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
4. 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.
 | 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 differing in intensity by defining, choosing and applying them. (R)I can, with guidance and support from adults, act out the meanings of similar verbs. (PS) |
| 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). | 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) |