

Nottingham School District

1st Grade Competency ELA Curriculum

State/CCSS Standards Addressed	Competency Statement	Related “I Can” Statements		Taught (Units / Topic)	Assessed (Activity / Test /Project)
	Reading <i>Foundational Skills</i>				
RF.1.1	1. Demonstrate understanding of the organization and basic features of print.	<u>DOK</u> 1 1	<ul style="list-style-type: none"> recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) understand the difference between letters, words, and sentences and that sentences have spaces between each word. 	Classroom visuals Mentor texts Whole and small group instruction Phonic instruction	Spelling tests Dictation Small group 1:1 Reading Quick Phonics Screener
RF.1.2a-d	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>DOK</u> 1 1 1 2	<u>Phonological Awareness</u> <ul style="list-style-type: none"> distinguish between short and long vowel sounds when I hear a word. blend sounds (phonemes) to say a whole word. say only the beginning, middle or ending sound (phonemes) in short words. demonstrate that words can be divided into parts or chunks called syllables (e.g., by counting or clapping) 	Phonemic awareness instruction	Heggerty Assessment
R.F.1.3a-g	3. Know and apply grade level phonics and word analysis skills in decoding words.	<u>DOK</u> 1 2 2 1 1 1	<u>Phonics and Word Recognition</u> <ul style="list-style-type: none"> recognize letters and sounds in consonant digraphs (sh, ch, th, wh, ph). sound out and read one-syllable words. read words with long vowel sounds (silent e and vowel teams). read words with inflectional endings (e.g., est, ed, ing, s, er). recognize and read irregular spelled words (nonsense words). recognize and read Grade 1 sight words. 	Phonic instruction Whole and small group instruction Small group	Spelling tests Quick Phonics Screener 1st Grade Sight Word Assessment Reading assessments

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R.F.1.4a-c	4. Read with sufficient accuracy and fluency to support comprehension.	<u>DOK</u> 1 1	<u>Fluency</u> <ul style="list-style-type: none"> read first grade books so that others understand what I am reading and reread as necessary. read grade-level text orally with accuracy, and with expression at an appropriate rate on successive readings. 	Phonic instruction Small group instruction	Small group Reading 1:1 Reading assessments
	Reading Literature				
R.L.1.1 R.L.1.2 R.L.1.3 R.L.1.4 R.L.1.6 R.L.1.10	1. Actively engage with literary texts by retelling a story, using key details to answer questions and react to the text as a whole.	<u>DOK</u> 1 3 1 2 1 2	<ul style="list-style-type: none"> read and understand first grade stories / poems. ask and answer questions about important details in a text (fiction or nonfiction). identify who is telling the story at different points. show an understanding of the author’s central message or lesson. retell a story to include the characters, setting, plot, problem and solution. describe characters, settings, and major events in a story, using key details using words and phrases in the story or poem that suggest feelings or uses senses. 	Whole and small group Mentor texts	Reading assessments Small group discussions Explanations in writing
R.L.1.5 R.L.1.7 R.L.1.9	2. Identify and explain the impact of different literary text types, features, and point of view.	<u>DOK</u> 3 1 2 2 1 1 2	<ul style="list-style-type: none"> explain major similarities and differences between characters, stories, and texts that give information. determine when text is fiction or nonfiction. tell the difference between genres and read texts of varying formats with understanding (fairy tales, poetry, nursery rhyme, etc.) identify the author’s purpose identify the title, author, and illustrator. use pictures and details in a story to tell about its story elements or events. compare and contrast experiences of characters in stories. 	Whole and small group Mentor texts	Reading assessments Small group discussions Explanations in writing

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	Reading <i>Informational Text</i>				
R.I.1.1 R.I.1.2 R.I.1.3 R.I.1.4 R.I.1.8	1. Actively engage with informational texts by identifying the main topic using key details to answer questions and react to the text as a whole.	<u>DOK</u> 2 3 3 3	<ul style="list-style-type: none"> tell important details from a nonfiction text. ask and answer questions about key details in a nonfiction text. find text evidence to support my inferences or conclusions about two individuals, events, ideas, etc. identify the reasons an author gives to support points in a text. 	Whole and small group Electronic software Informational writing prompts	Oral Q &A responses Written responses Center tasks
R.I.1.5 R.I.1.6 R.I.1.7 R.I.1.9 R.I.1.10	2. Identify and explain the impact of different informational text features and structures.	<u>DOK</u> 1 2 2 2	<ul style="list-style-type: none"> use parts of a book (e.g., headings, table of contents, glossary, text, boxes, and electronic icons, etc.) to find and distinguish between information. use the illustrations and key details in a text to describe its key ideas. identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). with prompting and support, I can read various informational texts of appropriate complexity of grade 1 by the end of the year. 	Whole and small group	Oral Q &A responses Written responses Center tasks Informational writing prompts
	Speaking & Listening				
SL.1.1a-c SL.1.2 SL.1.3	1. Listen, view, and interpret information from a variety of sources in order to make meaning and respond effectively.	<u>DOK</u> 2 2 2	<ul style="list-style-type: none"> follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.) ask and answer questions about what a speaker says, or topic and text being discussed in order to gather additional information or clarify something that is not understood. ask and answer questions about key details in a text read aloud 	Anecdotal observations	Whole and small group discussions

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			or information presented orally or through other media.		
SL.1.4 SL.1.5 SL.1.6	2. Speak effectively and present information, findings, and supporting evidence for a variety of purposes (discussion, presentation, etc.)	<u>DOK</u> 2 2 2	<ul style="list-style-type: none"> describe people, places, things, and events with relevant details, expressing ideas and feeling clearly add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings speak so that others can hear me and understand what I am saying 	Writing Samples Anecdotal observations	Writing prompts Whole and small group discussions
	Language				
L.1.1a-j L.1.2a-c	1. Demonstrate command of language and its conventions (grammar, usage, capitalization, punctuation, and spelling) when writing, speaking, or reading.	<u>DOK</u> 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<ul style="list-style-type: none"> I can print all upper and lowercase letters. I can use common, proper, and possessive nouns. I can use singular and plural nouns with matching verbs (Ex: He hops. We hop.) I can use pronouns (e.g., I, me, my, they, their, anyone). I can use verbs to convey a sense of past, present, and future (e.g., yesterday, today, tomorrow). I can use frequently occurring adjectives and adverbs to describe what I am communicating. I can use conjunctions (connecting words) (e.g., and, but, or, so, because). I can use frequently occurring prepositions (e.g., during, beyond, toward). I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. I can capitalize dates and names of people. I can use end punctuation (.,!,?) for a sentence. I can use commas in dates or make a list in a sentence. 	Writing Samples Dictation	Conversation Whole group and small group Writing assignments Center tasks

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L.1.2d-e	2. Explore and use word relationships, nuances in word meaning, and grade appropriate vocabulary.	<u>DOK</u> 2 2 2 2 2 1 2 1	<ul style="list-style-type: none"> I can sort words into categories (e.g., colors, clothing) to help me understand them better. I can define words by category and by one or more key attributes (eg., a duck is a bird that swims; a tiger is a large cat with stripes). I can tell or show the difference between adjectives that mean almost the same thing (e.g., look, peek, glance, stare, glare). I can use context clues to help me figure out what a word in a sentence means. I can use sight words and spelling patterns to help me spell words correctly. I can identify root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). I can identify real-life connections between words and their use (e.g., note places at home that are cozy). 	Small Group	Conversation Whole group and small group Writing assignments Center tasks
Writing					
W.1.1	1. Write and/or draw arguments to support claims in an opinion text.	<u>DOK</u> 1 2 2 2	<ul style="list-style-type: none"> I can state an opinion. I can write opinion pieces in which I introduce the topic I am writing about. I can give reasons for my opinion using words like “because” to help me explain my thinking. I can use transition words to move from one part of my story to another and provide some sense of closure. 	Mentor texts Writing prompts	Writing Sample
W.1.2	2. Write and/or draw to create informative/explanatory texts.	<u>DOK</u> 2 2	<ul style="list-style-type: none"> I can write to teach about a topic by giving facts. I can use transition words to move from one part of my writing to another and provide some sense of closure. 	Mentor texts Writing prompts	Writing Sample
W.1.3 a-d	3. Write and/or draw to create real or imagined experiences or	<u>DOK</u> 2	<ul style="list-style-type: none"> I can tell an organized story, or about something that happened, 	Mentor texts	Writing Sample

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	events in a narrative text.	2 2	with details. <ul style="list-style-type: none"> I can write narratives in which I recount two or more appropriately sequenced events (before, then, at last).. I can use transition words and to move from one part of my story to another and provide some sense of closure. 	Writing prompts	
W.1.5 W.1.6	4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>DOK</u> 2 3 2	With guidance and support: <ul style="list-style-type: none"> I can respond to questions and suggestions from peers. I can revise and edit my writing by adding details to strengthen my piece as needed. I can use a computer or tablet to write my stories or ideas. 	Teacher/Student Writing Conferences	Writing Sample
W.1.7 W.1.8	5. Complete research either independently or engage in a group project focusing on questions and demonstrating understanding of the subject under investigation.	<u>DOK</u> 2 1 2	<ul style="list-style-type: none"> I can participate in shared research writing projects (e.g. “how-to” books and observations) I can help my class explore books and write about what we learned. With help, I can recall what I have learned to answer questions or find the answer someplace else. 	Project-based learning methods	Group project Independent research