## Mohawk Local Schools    Kindergarten    Grade ELA

## Quarter   4   Curriculum Guide

| General Expectations of the ELA Standards |
|---|
| A Focus on Results Rather than Means<br>An Integrated Model of Literacy<br>Research and Media Blended into the Standards as a Whole<br>Shared Responsibility for Students' Literacy Development<br>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:<br>(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……." |
|---|---|
| Reading   With prompting and support, ask and answer questions about key details in a text. (DOK 1) | • Identify key details in a text (K)<br>• Ask questions about key details answer questions about key details (K) |
| Reading   With prompting and support, retell familiar stories, including key details. (DOK 1) | • Identify key details of a story (K)<br>• Retell a familiar story including key details (K) |
| Reading   With prompting and support, identify characters, settings, and major events in a story. (DOK 1) | • Define character setting (K)<br>• Major events identify the character(s) setting (K) |

| | • Major events of a story (K) |
|---|---|
| Reading   Ask and answer questions about unknown words in a text. (DOK 1) | • Identify unknown words in text (K)<br>• Recognize that a question requires an answer (K)<br>• Formulate a question about unknown words in text (R)<br>• Use resources/strategies to answer questions about unknown words in text (R) |
| Reading   Recognize common types of texts (e.g., storybooks, poems). (DOK 1) | • Recognize common types of text such as storybooks poem (K) |
| Reading   With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (DOK 1) | • Name the author (K)<br>• Name the illustrator (K)<br>• Define what an author does (K)<br>• Define what an illustrator does (K) |
| Reading   Actively engage in group reading activities with purpose and understanding. (DOK 2) | • Key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text (K)<br>• Craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text (K)<br>• Integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate text complexity (K)<br>• Key ideas and details (ask and answer questions about details, identify the main topic, and retell key details describe connections in text) (R)<br>• Craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author the illustrator, identify the role of each in presenting the ideas or  information in a text) (R)<br>• Integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify |

| | basic similarities in and differences between two texts on the same topic) (R ) |
|---|---|
| Reading   With prompting and support, ask and answer questions about key details in a text. (DOK 1) | • Identify key details in informational text ask questions about key details in informational text (K)<br>• Answer questions about key ideas in informational text (K) |
| Reading   With prompting and support, identify the main topic and retell key details in a text. (DOK 1) | • Identify the main topic of a text (K)<br>• Identify key details of a text (K) |
| Reading   With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  (DOK 2) | • Identify key details about an individual discussed in an informational text (K)<br>• Identify details about events or ideas in a text (K)<br>• Discuss two individual events idea pieces of information in a text connect (R)<br>• Identify a relationship between elements in informational piece (R) |
| Reading   With prompting and support, ask and answer questions about unknown words in a text. (DOK 2) | • Identify unknown words in text (K)<br>• Recognize that a question requires an answer (K)<br>• Formulate a question about unknown words in a text, with prompting and support (R)<br>• Answer questions about unknown words in a text, with prompting and support (R) |
| Reading   With prompting and support, identify the reasons an author gives to support points in a text. (DOK 1) | • Identify reasons the author gives to support points in the text, with prompting and support (K) |
| Reading   Actively engage in group reading activities with purpose and understanding. (DOK 2) | • Key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) (K)<br>• Craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) (K)<br>• Integration of Knowledge and Ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support basic similarities in and differences between two texts on the same topic) |

| | (K) |
|---|---|
| | • Key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) (R) |
| | • Craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text (R) |
| | • Integration of knowledge and Ideas (describe the relationship between illustrations and the text identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) (R) |
| Reading   Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVC ending with /l/, /r/, or /x/.) (DOK 3) | • Short vowel sounds (K) <br> • Initial sounds (K) <br> • Ending sounds (K) <br> • Produce rhyming words (S) <br> • Count syllables in spoken words (S) <br> • Pronounce syllables in spoken words (S) <br> • Blend syllables in spoken words (S) <br> • Segment syllables in spoken words (S) <br> • Blend onsets and rimes of single syllable spoken words (S) <br> • Segment onsets and rimes of single syllable spoken words (S) <br> • Isolate and pronounce CVC words, to: recognizing the initial sound medial vowel and final sounds (S) <br> • Add individual sounds in simple one syllable words to make new words (S) <br> • Substitute individual sounds in simple one syllable words to make new words (S) |
| Reading   Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (DOK 3) | • Short vowel sounds (K) <br> • Initial sounds (K) <br> • Ending sounds (K) |

| | |
|---|---|
| | <ul><li>Produce rhyming words (S)</li><li>Count syllables in spoken words (S)</li><li>Pronounce syllables in spoken words (S)</li><li>Blend syllables in spoken words (S)</li><li>Segment syllables in spoken words (S)</li><li>Blend onsets and rimes of single syllable spoken words (S)</li><li>Segment onsets and rimes of single syllable spoken words (S)</li><li>Isolate and pronounce CVC words, to: recognizing the initial sound medial vowel and final sounds (S)</li><li>Add individual sounds in simple one syllable words to make new words (S)</li><li>Substitute individual sounds in simple one syllable words to make new words (S)</li></ul> |
| Reading   Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (DOK 3) | <ul><li>Know grade level- level phonics and word analysis skills in decoding words (K)</li><li>Recognize one-to-one letter correspondence for each Consonant (K)</li><li>Identify the five vowels with common spellings: short vowels long vowels (K)</li><li>Recognize high-frequency sight words (K)</li><li>Recognize words that are similarly spelled (K)</li><li>Identify the sounds of the letters that are different (K)</li><li>Apply grade level-level phonics and word analysis skills in decoding words (R)</li><li>Distinguish the differing sounds of consonants (R)</li><li>Distinguish long and short vowels sounds that have common spellings (R)</li><li>Determine the pattern of the word (R)</li><li>Say the sound that corresponds to the consonant (P)</li><li>Read high-frequency sight words (P)</li><li>Read words that have a similar word pattern and identify</li></ul> |

| | the: sounds letters that are different (P) |
|---|---|
| Reading   Read common high-frequency words by sight (e.g., *the, f, t, you, she, my, is, are, do, does*). (DOK 3) | • Know grade level- level phonics and word analysis skills in decoding words (K)<br>• Recognize one-to-one letter correspondence for each Consonant (K)<br>• Identify the five vowels with common spellings: short vowels long vowels (K)<br>• Recognize high-frequency sight words (K)<br>• Recognize words that are similarly spelled (K)<br>• Identify the sounds of the letters that are different (K)<br>• Apply grade level-level phonics and word analysis skills in decoding words (R)<br>• Distinguish the differing sounds of consonants (R)<br>• Distinguish long and short vowels sounds that have common spellings (R)<br>• Determine the pattern of the word (R)<br>• Say the sound that corresponds to the consonant (P)<br>• Read high-frequency sight words (P)<br>• Read words that have a similar word pattern and identify the: sounds letters that are different (P) |
| Reading   Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (DOK 3) | • Know grade level- level phonics and word analysis skills in decoding words (K)<br>• Recognize one-to-one letter correspondence for each Consonant (K)<br>• Identify the five vowels with common spellings: short vowels long vowels (K)<br>• Recognize high-frequency sight words (K)<br>• Recognize words that are similarly spelled (K)<br>• Identify the sounds of the letters that are different (K)<br>• Apply grade level-level phonics and word analysis skills in decoding words (R)<br>• Distinguish the differing sounds of consonants (R)<br>• Distinguish long and short vowels sounds that have common spellings (R) |

| | |
|---|---|
| | • Determine the pattern of the word (R) <br> • Say the sound that corresponds to the consonant (P) <br> • Read high-frequency sight words (P) <br> • Read words that have a similar word pattern and identify the: sounds letters that are different (P) |
| Reading   Read emergent-reader texts with purpose and understanding. (DOK 3) | • Identify and understand foundational skills for Reading #1-3 (K) <br> • Recognize that there are different purposes for reading emergent-reader texts (K) <br> • Apply foundational skills reflected in #1-3 (R) <br> • Determine the purpose for reading emergent-reader texts (R) <br> • Read emergent-reader texts: with purpose for understanding (P) |
| Writing   Use a combination of drawing, dictating and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic. (DOK 3) | • Identify an informative/ explanatory text (K) <br> • Select a topic for an informative/explanatory Writing (K) <br> • Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information about the topic (R) <br> • Compose informative/explanatory text using which they: name the topic about which they are writing supply some information about the topic (P) |
| Writing   With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (DOK 2) | • With guidance and support from adult, students should recognize: (K) <br> • With guidance and support from adults students develop writing as needed by: (R) |
| Writing   With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (DOK 3) | • Use basic computer skills (turn on computer, log on, use common software, basic word processing tools) (K) <br> • Choose digital tools for producing and publishing writing (R) <br> • Use technology to produce and publish writing individually and with peers (P) |

| | |
|---|---|
| Writing   Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (DOK 2) | • Identify sources and tools for shared research (K)<br>• Determine and apply appropriate sources and tools to conduct shared research (R)<br>• Participate in shared research and writing projects (R) |
| Language   Form regular plural nouns by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (DOK 3) | • Recognize many of the letters of the alphabet (K)<br>• Recognize that letters can be both upper- and lowercase (K)<br>• Recognize nouns and verbs (K)<br>• Recognize that nouns can be singular and plural (K)<br>• Demonstrate command of the conventions of grammar and usage when writing: expanded sentences, distinguish between upper- and lowercase letters (R)<br>• Demonstrate command of the conventions of grammar and usage when speaking (P)<br>• Use regular plural nouns (P)<br>• Form regular plural nouns orally using /s/ and /es/ (P) |
| Language   Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (DOK 3) | • Recognize many of the letters of the alphabet (K)<br>• Recognize that letters can be both upper- and lowercase (K)<br>• Recognize nouns and verbs (K)<br>• Recognize that nouns can be singular and plural (K)<br>• Recognize common prepositions (K)<br>• Demonstrate command of the conventions of grammar and usage when writing: expanded sentences, distinguish between upper- and lowercase letters (R)<br>• Demonstrate command of the conventions of grammar and usage when speaking (P)<br>• Use regular plural nouns (P)<br>• Form regular plural nouns orally using /s/ and /es/ (P)<br>• Use frequently occurring prepositions in speaking (P) |
| | |

| Language   Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (DOK 2) | • Recognize that some words and phrases have multiple meanings (K)<br>• Identify frequently occurring inflections affixes (K)<br>• Identify new meanings for familiar words (R)<br>• Apply the appropriate meaning for the word within the context (R)<br>• Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word (R) |
|---|---|
| Language   Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (DOK 2) | • Recognize that some words and phrases have multiple meanings (K)<br>• Identify frequently occurring inflections affixes (K)<br>• Identify new meanings for familiar words (R)<br>• Apply the appropriate meaning for the word within the context (R)<br>• Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word (R) |
| Language    Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (DOK 3) | • Identify common objects (K)<br>• Identify categories (K)<br>• Know verb, adjectives, opposite, real-life connections (K)<br>• Distinguish shades of meaning among verbs describing the same action (K)<br>• Sort common objects into categories (R)<br>• Relate verbs and adjectives to their opposites (R)<br>• Identify real-life connections between words and their use (R)<br>• Distinguish ways to act out verbs (R) |