



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade Kindergarten ELA

Quarter 3 Curriculum Guide

General Expectations of the ELA Standards

A Focus on Results Rather than Means
 An Integrated Model of Literacy
 Research and Media Blended into the Standards as a Whole
 Shared Responsibility for Students' Literacy Development
 Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:

- Reading
- Writing
- Speaking and Listening
- Language

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."
 Knowledge (K), Reasoning (R), Performance Skill (S), Product(P)

Reading: 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 (DOK1)

- Identify basic similarities in and differences between (e.g., illustrations, descriptions, procedures) (K)
- Identify two texts on the same topic (K)

<p>Reading: 2c. Blend and segment onsets and rimes of single-syllable spoken words. (DOK2)</p>	<ul style="list-style-type: none"> • Blend syllables in spoken words (S)
<p>Writing: 3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.(DOK4)</p>	<ul style="list-style-type: none"> • Define event (K) • Choose a single event to discuss (K) • Distinguish between relevant and irrelevant details (R) • Sequence relevant events (R) • React to the event (R) • Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction (P)
<p>Writing: 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (DOK3)</p>	<ul style="list-style-type: none"> • Identify: experience (K) • Identify: source (K) • Gather information from more than one source to answer a question (R) • With guidance and support: answer a question using information from experience(S) • With guidance and support: answer a question using information from a provided source (S)
<p>Speaking and Listening: 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (DOK3)</p>	<ul style="list-style-type: none"> • Identify key ideas from text read aloud or presented orally through media formats (K) • Ask and answer questions about key details read aloud or presented orally through media formats (K) • Ask for clarification of key details that are not understood from text read aloud (R) • Ask for clarification of key details that are not understood from information presented through media (R) • Answer questions about key details from information presented orally (S) • Ask questions about key details from information

	<p>presented orally (S)</p> <ul style="list-style-type: none"> • Ask for clarification if something is not understood (S)
Language: 1b. Use frequently occurring nouns and verbs. (DOK3)	<ul style="list-style-type: none"> • Recognize nouns and verbs (K) • Recognize that nouns can be singular and plural (K) • Use regular plural nouns (S) • Form regular plural nouns orally using /s/ and /es/ (S)
Language: 1d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). (DOK3)	<ul style="list-style-type: none"> • Use question words in speaking (S)
Language: 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (DOK3)	<ul style="list-style-type: none"> • Match the sound and the letter for most consonant and short-vowel sounds
Language: 5c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). (DOK3)	<ul style="list-style-type: none"> • With guidance and support from adults: identify real life connections (K) • With guidance and support from adults: identify real life connections between words and their use (R)
Language: 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (DOK3)	<ul style="list-style-type: none"> • With guidance and support from adults: distinguish shades of meaning among verbs describing the same action (K) • With guidance and support from adults: distinguish ways to act out verbs (R)