



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade Kindergarten ELA

Quarter 2 Curriculum Guide

General Expectations of the ELA Standards

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

Critical Areas of Focus Being Addressed:

- Reading
- Writing
- Speaking/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, compare and contrast the adventures and experiences of characters in familiar stories. (DOK2)

- Recognize characters in familiar stories (K)
- Determine similarities and differences of adventures and experiences in familiar stories (K)
- Compare adventures and experiences (K)

	<ul style="list-style-type: none"> • Contrast adventures and experiences (K)
<p>Reading</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.. (DOK1)</p>	<ul style="list-style-type: none"> • Name the author (K) • Name the illustrator (K) • Define what an author does (K) • Define what an illustrator does (K)
<p>Reading</p> <p>b. Recognize that spoken words are represented in written language by specific sequence of letters.. (DOK3)</p>	<ul style="list-style-type: none"> • Recognize that; spoken words are represented in written language by specific sequences of letters (K) • Recognize that words are separated by spaces in print (K)
<p>Reading</p> <p>b. Count, pronounce, blend, and segment syllables, and sounds (phonemes).. (DOK3)</p>	<ul style="list-style-type: none"> • Count syllables in spoken words (P) • Pronounce syllables in spoken words (P) • Blend syllables in spoken words (P)
<p>Reading</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.. (DOK3)</p>	<ul style="list-style-type: none"> • Know grade level-level phonics and word analysis skills in decoding words (K) • Recognize one-to-one letter correspondence for each consonant (K) • Apply grade level-level phonics and word analysis skills in decoding words (R) • Distinguish the differing sounds of consonants (R) • Say the sound that corresponds to the consonant (P) • Identify the sounds of the letters that are different (K)
<p>Writing</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion of preference about the topic or book (e.g., <i>My favorite book is...</i>). (DOK4)</p>	<ul style="list-style-type: none"> • Identify the title of a book or topic to write about (K) • Recognize what an opinion is (K) • Formulate an opinion about a book or topic (R) • Write an opinion piece about a topic or a book; the piece should: Demonstrate a combination of drawing, dictating, and writing include the topic or title of a book (P) State an opinion or preference about the topic or book(P)
<p>Speaking and Language</p> <p>4. Describe familiar people, places, things and events and, with prompting and support, provide additional detail.. (DOK3)</p>	<ul style="list-style-type: none"> • Identify familiar: people places things events details (K) • Determine relevant details that describe: people place things events with prompting and support (R)

	<ul style="list-style-type: none"> Orally perform a clear presentation that describes: a person a place a thing an event Include relevant details, with prompting and support (P)
<p>Speaking and Language</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.. (DOK2)</p> <p>Speaking and Language</p>	<ul style="list-style-type: none"> Know what visual displays are (K) Identify details (K) Add drawings or visual displays to provide details to descriptions (R)
<p>Speaking and Language</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.. (DOK3)</p>	<ul style="list-style-type: none"> Identify different voice volumes used for different situations (K) Speak using appropriate voice volume for situation (P) Speak to communicate thoughts, feelings, and ideas clearly (P)
<p>Language</p> <p>1 f. Produce and expand complete sentences in shared language activities.. (DOK3)</p>	<ul style="list-style-type: none"> Recognize and produce a complete sentence (K) Demonstrate command of the conventions of grammar and usage when writing: Expand sentences (R) Distinguish between upper- and lowercase letters (R) Demonstrate command of the conventions of grammar and usage when speaking (P) Use regular plural nouns (P) Form regular plural nouns orally using /s/ and /es/ (P) Use question words in speaking (P) Use frequently occurring prepositions in speaking (P) Speak in complete sentences (P) Expand complete sentences (P)
<p>2 a. Capitalize the first word in a sentence and pronoun <i>I</i>.. (DOK3)</p>	<ul style="list-style-type: none"> Apply correct capitalization, punctuation, and spelling when writing (K) Capitalize first word in a sentence and the pronoun I (K)
<p>b. Recognize and name end punctuation. (DOK3)</p>	<ul style="list-style-type: none"> Recognize and name end punctuation (K)
<p>c. Write a letter (s) for most consonant and short-vowel sounds (phonemes).. (DOK3)</p>	<ul style="list-style-type: none"> Match the sound and the letter for most consonant and short-vowel sounds (K) Distinguish the letters (R) Write a letter or letter combinations for most consonant

<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.. (DOK3)</p>	<p>and short vowel sounds (phonemes) (P)</p> <ul style="list-style-type: none">• Obtain words and phrases acquired through:• Conversations (K)• Reading (K)• Being read to (K)• Responding to text (K)• Distinguish if a word or phrase should be used when responding (R)• Use words and phrases accurately acquired through:• conversations (P)• Reading (P)• Being read to (P)• Responding to text (P)
---	---