



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade ELA

Quarter 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....."

CCSS.ELA-Literacy.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

(DOK 2)

- I can identify key details in text. (K, DOK 1)
- I can describe key details of the text using who, what, where, when, why and how. (K, DOK 1)
- I can determine the answers of literary text using

	who, what, where, when, why and how (R, DOK 2)
CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (DOK 2)	<ul style="list-style-type: none"> • I can identify fables and folktales from diverse cultures. (K, DOK 1) • I can define diverse cultures. (K, DOK 1) • I can recall details from stories (e.g., fables and folktales). (K, DOK 1) • I can recount details of a story (e.g., fables and folktales). (R, DOK 2) • I can determine the message, lesson or moral of a story (e.g., fables and folktales). (R, DOK 2)
CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges. (DOK 2)	<ul style="list-style-type: none"> • I can define: character, major events. (K, DOK 1) • I can identify major events or challenges of story. (K, DOK 1) • I can describe how characters respond to major events and challenges. (R, DOK 2)
CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (DOK 2)	<ul style="list-style-type: none"> • I can identify rhyming words, alliteration, and other types of figurative language. (K, DOK 1) • I can recognize regular beats and repeated lines in a: story, poem, song. (K, DOK 1) • I can recognize rhythm within a: story poem, poem, song. (K, DOK 1) • I can describe how words and phrases supply rhythm or impact meaning, in a : story, poem, song. (R, DOK 2)
CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (DOK 1)	<ul style="list-style-type: none"> • I can identify the structure of the story describe: how the beginning introduces the story, the action that takes place in the middle of the story, and how the ending concludes the action. (K, DOK 1)
CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters,	<ul style="list-style-type: none"> • I can identify: characters and traits of each character. (K, DOK 1)

<p>including by speaking in a different voice for each character when reading dialogue aloud. (DOK 3)</p>	<ul style="list-style-type: none"> • I can define point of view. (K, DOK 1) • I can recognize dialogue to determine who is speaking (K, DOK 1) • I can analyze character to know what type of voice to use when speaking the part. (R, DOK 2) • I can determine differences in each character’s point of view (R, DOK 2) • I can read the dialogue in text using appropriate voices for different characters. (PS, DOK 3)
<p>CCSS.ELA-Literacy.RL.2.7</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (DOK 2)</p>	<ul style="list-style-type: none"> • I can read the dialogue in text using appropriate voices for different characters. (K, DOK 1) • I can recognize digital text. (K, DOK 1) • I can obtain information from illustrations and words in various types of text (K, DOK 1) • I can explain: characters, setting, plot, obtained from illustrations and words in print. (R, DOK 2) • I can understand: characters, setting, plot, obtained from illustrations and words in digital text (R, DOK 2)
<p>CCSS.ELA-Literacy.RL.2.9</p> <p>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (DOK 2)</p>	<ul style="list-style-type: none"> • I can recall details and events from two or more versions of a story by different authors. (K, DOK 1) • Identify characters of two or more versions of a story by different authors. (K, DOK 1) • I can identify the differences between comparing and contrasting. (K, DOK 1) • I can infer the characteristics of another culture. (R, DOK 2) • I can compare and contrast two or more versions of the same story by different authors representing different cultures. (R, DOK 2)

<p>CCSS.ELA-Literacy.RL.2.10</p> <p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify/understand in literary text (stories and poetry): key ideas and details, craft and structure, and integration of knowledge and ideas, at appropriate complexity (Qualitative, Quantitative, Readers and task) as seen in 1- 9 with scaffolding as needed. (K, DOK 1) • I can comprehend independently in literary text (stories and poetry): key ideas and details, craft and structure, and integration of knowledge and ideas, at appropriate complexity (Qualitative, Quantitative, and Readers and task) as seen in 1-9 with scaffolding as needed. (R, DOK 2)
<p>CCSS.ELA-Literacy.L.2.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify the conventions of standard English grammar. (K, DOK 1) • I can write the conventions of standard English grammar. (R, DOK 2) • I can speak using the conventions of standard English grammar. (PS, DOK 3)
<p>CCSS.ELA-Literacy.L.2.1.f</p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (DOK 3)</p>	<ul style="list-style-type: none"> • I can produce, expand, and rearrange complete simple and compound sentences. (PS, DOK 3)
<p>CCSS.ELA-Literacy.L.2.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1)</p>	<ul style="list-style-type: none"> • I can apply correct capitalization, punctuation, and spelling when writing. (K, DOK 1) • I can capitalize: holidays, product names, and geographic names. (K, DOK 1)
<p>CCSS.ELA-Literacy.L.2.2.b</p> <p>Use commas in greetings and closings of letters. (DOK 1)</p>	<ul style="list-style-type: none"> • I can use commas: in greetings, closing of letters. (K, DOK 1)
<p>CCSS.ELA-Literacy.L.2.2.c</p>	<ul style="list-style-type: none"> • I can use an apostrophe to form: contractions

<p>Use an apostrophe to form contractions and frequently occurring possessives. (DOK 1)</p>	<p>frequently occurring possessives. (K, DOK 1)</p>
<p>CCSS.ELA-Literacy.L.2.2.d</p> <p>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (DOK 1)</p>	<ul style="list-style-type: none"> • I can use spelling rules and patterns. (K, DOK 1)
<p>CCSS.ELA-Literacy.L.2.2.e</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (DOK 1)</p>	<ul style="list-style-type: none"> • I can use reference materials, including beginning dictionaries, as needed to check and correct spelling. (K, DOK 1)
<p>CCSS.ELA-Literacy.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (DOK 4)</p>	<ul style="list-style-type: none"> • I can recognize an: informative text and explanatory text. (K, DOK 1) • I can Identify: topic sentences, facts, definitions, and concluding statements. (K, DOK 1) • I can use facts and definitions appropriately to develop points. (R, DOK 2) • I can determine an appropriate concluding statement or section. (R, DOK 2) • I can write an informative/explanatory text that: focuses on a specific topic, uses facts and definitions to develop the topic, and includes a concluding statement or section. (PT, DOK 4)
<p>CCSS.ELA-Literacy.W.2.3</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (DOK 4)</p>	<ul style="list-style-type: none"> • I can identify: components of narrative including beginning and ending, sequence of events details related to event, and temporal words. (K, DOK 1) • I can choose relevant details that correspond to a chosen event. (R, DOK 2) • I can reflect on identified event. (R, DOK 2) • I can apply appropriate temporal words in order to signal change of events in narrative. (R, DOK 2) • I can create relevant and elaborated details to support events of narrative. (R, DOK 2) • I can write a narrative that: recounts a well-elaborated event or short sequence of events and

	includes supporting details, temporal words, and a sense of closure. (PT, DOK4)
CCSS.ELA-Literacy.W.2.4 (W.2.4 begins in grade 3)	
CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (DOK 2)	<ul style="list-style-type: none"> • I can with guidance and support from adults and peers, students recognize how to: focus on a topic, revise and edit. (K, DOK 1) • I can with guidance and support from peers and adults, students strengthen writing as needed by: revising and editing. (R, DOK 2)
CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (DOK 3)	<ul style="list-style-type: none"> • 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, DOK 1) • I can with guidance and support: choose digital tools for producing and publishing writing. (R, DOK 2) • I can with guidance and support: use technology to produce and publish writing individually and with peers. (PS, DOK 3)
CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (DOK 2)	<ul style="list-style-type: none"> • I can apply sources and tools to conduct shared research on a single topic. (K, DOK 1) • I can organize relevant information on a topic (e.g., share information, produce a report). (R, DOK 2) • I can participate in shared research and writing projects. (R, DOK 2)
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (DOK 2)	<ul style="list-style-type: none"> • I can recall information. (K, DOK 1) • I can gather information from sources. (K, DOK 1) • I can answer a question recalling information from experiences. (R, DOK 2) • I can answer a questions using information from a provided source or multiple sources. (R, DOK 2)
CCSS.ELA-Literacy.RI.2.1	<ul style="list-style-type: none"> • I can identify key details in an informational text.

<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (DOK 2)</p>	<p>(K, DOK 1)</p> <ul style="list-style-type: none"> • I can describe key details in an informational text using the questions who, what, when, where, why and how. (K, DOK 1) • I can determine the answers to questions about informational text using the questions who, what, when, where, why and how. (R, DOK 2)
<p>CCSS.ELA-Literacy.RI.2.2</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (DOK 1)</p>	<ul style="list-style-type: none"> • I can recognize the main topic of multi-paragraph informational text. (K, DOK 1) • I can identify the focus of specific paragraphs that support the main topic of a text. (DOK 1)
<p>CCSS.ELA-Literacy.RI.2.4</p> <p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify words and phrases in a text relevant to a grade 2 topic or subject area. (K, DOK 1) • I can determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (R, DOK 2)
<p>CCSS.ELA-Literacy.RI.2.5</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (DOK 1)</p>	<ul style="list-style-type: none"> • I can determine how readers use different text features. (K, DOK 1) • I can identify various text features. (K, DOK 1) • I can use various text features to locate key facts or information in a text. (K, DOK 1)
<p>CCSS.ELA-Literacy.RI.2.7</p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify images in an informational text. (K, DOK 1) • I can understand the terms: explain, contribute, and clarify. (K, DOK 1) • I can discuss how specific images add to and clarify informational text. (R, DOK 2)
<p>CCSS.ELA-Literacy.RI.2.8</p> <p>Describe how reasons support specific points the author makes in a text. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify the key points in a text. (K, DOK 1) • I can identify details that support key points. (K, DOK 1) • I can describe how reasons support the author's specific points. (R, DOK 2)

<p>CCSS.ELA-Literacy.RI.2.9</p> <p>Compare and contrast the most important points presented by two texts on the same topic. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify the important points presented in two informational texts on the same topic. (K, DOK 1) • I can compare the important points in two informational texts on the same topic. (R, DOK 2) • I can contrast the important points in two informational texts on the same topic. (R, DOK 2)
<p>CCSS.ELA-Literacy.RI.2.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify/understand in an informational text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently. (K, DOK 1) • I can comprehend independently in an informational text: key Ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently. (R, DOK 2)
<p>CCSS.ELA-Literacy.SL.2.1</p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (DOK 3)</p>	<ul style="list-style-type: none"> • I can participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (PS, DOK 3)
<p>CCSS.ELA-Literacy.SL.2.1.a</p> <p>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). (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify ideas from second grade topics and texts. (K, DOK 1) • I can identify agreed-upon rules for discussion. (K, DOK 1) • I can recognize how others: listen, ask questions on topics, and move conversations along. (K, DOK 1) • I can formulate comments and questions appropriate to the topic of discussion. (R, DOK 2) • I can determine if agreed-upon discussion rules are being followed. (R, DOK 2)

	<ul style="list-style-type: none"> • I can follow agreed upon rules. (PS, DOK 3)
<p>CCSS.ELA-Literacy.SL.2.1.b</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others. (DOK 3)</p>	<ul style="list-style-type: none"> • I can recognize how others move conversations along. (K, DOK 1) • I can connect comments to the comments of others. (PS, DOK3)
<p>CCSS.ELA-Literacy.SL.2.2</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (DOK 1)</p>	<ul style="list-style-type: none"> • I can recount key ideas and/or details: from a text read aloud, from information presented orally, and through other media. (K, DOK 1) • I can describe key ideas or details from : a text read aloud, information presented orally, and through other media. (K, DOK 1)
<p>CCSS.ELA-Literacy.SL.2.3</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify a speaker's topic or issue. (K, DOK 1) • I can identify situations where: information is needed, understanding could be deepened, and comprehension needs to be clarified about what a speaker says. (K, DOK 1) • I can formulate appropriate questions about what a speaker says in order to: clarify comprehension, gather additional information, deepen understanding of a topic or issue. (R, DOK 2) • I can formulate appropriate answers to questions about what a speaker says in order to: clarify comprehension provide additional information deepen understanding of a topic or issue. (R, DOK 2) • I can ask and answer questions about what a speaker says in order to: clarify comprehension, gather additional information, and deepen understanding of a topic or issue. (PS, DOK 3)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.3</p> <p>Know and apply grade level phonics and word analysis skills in decoding words. (DOK 3)</p>	<ul style="list-style-type: none"> • I can know and apply grade level phonics and word analysis in decoding words. (PS, DOK 3)

<p>CCSS.ELA-Reading Foundational Skills. RF 2.3a Distinguish long and sort vowels when reading regularly spelled one-syllable words. (DOK 1)</p>	<ul style="list-style-type: none"> • I can know grade-level phonics and word analysis skills in decoding words. (K, DOK 1) • I can recognize the rules for short and long vowel sounds. (K, DOK 1) • I can identify long vowel and short sounds in one-syllable words. (K, DOK 1) • I can identify long and short sounds made by vowel teams. (K, DOK 1) • I can know the rules for long vowels in two-syllable words. (K, DOK 1)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.3c Decode regularly spelled two-syllable words with long vowels. (DOK 2)</p>	<ul style="list-style-type: none"> • I can read two-syllable words with long vowel sounds. (K, DOK 1) • I can apply grade-level phonics and word analysis skills in decoding words. (R, DOK 2)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.3d Decode words with common prefixes and suffixes. (DOK 2)</p>	<ul style="list-style-type: none"> • I can read words with common prefixes and suffixes. (K, DOK 1) • I can apply grade-level phonics and word analysis skills in decoding words. (R, DOK 2)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.3e Identify words with inconsistent but common spelling-sound correspondences. (DOK 1)</p>	<ul style="list-style-type: none"> • I can recognize that some words have inconsistent spelling sound correspondence (e.g., cow, row, bow, or pint, mint). (K, DOK 1)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.3f Recognize and read grade-appropriate irregularly spelled words. (DOK 3)</p>	<ul style="list-style-type: none"> • I can read grade-appropriate irregularly spelled words. (PS, DOK 3)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.4 Read with sufficient accuracy and fluency to support comprehension. (DOK 3)</p>	<ul style="list-style-type: none"> • I can read with sufficient accuracy and fluency to support comprehension. (PS, DOK 3)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.4a</p>	<ul style="list-style-type: none"> • I can identify the purpose and understanding of

<p>Read grade-level text with purpose and understanding. (DOK 3)</p>	<p>text. (K, DOK 1)</p> <ul style="list-style-type: none"> • I can determine the purpose for reading on-level text. (R, DOK 2) • I can read on-level text fluently and accurately. (PS, DOK 3)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.4b Read grade-level text orally with accuracy, appropriate rate and expressions on successive readings. (DOK 3)</p>	<ul style="list-style-type: none"> • I can identify oral reading with accuracy, appropriate rate, and expression on successive readings. (K, DOK 1) • I can apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. (R, DOK 2) • I can reread with fluency as necessary. (PS, DOK 3)
<p>CCSS.ELA-Reading Foundational Skills. RF 2.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify rereading, when necessary, as a strategy when confirming or self-correcting words in text. (K, DOK 1) • I can understand how context can help to confirm or self-correct word recognition. (K, DOK 1) • I can confirm or self-correct word recognition and understanding by using context. (R, DOK 2)
<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. (DOK 2)</p>	<ul style="list-style-type: none"> • I can determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. (R, DOK 2)
<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.4a Use sentence-level context as a clue to the meaning of a word of phrase. (DOK 1)</p>	<ul style="list-style-type: none"> • I can identify context clues within sentences and know how to use these to construct meaning of unknown or multiple meaning words. (K, DOK 1)
<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell). (DOK 1)</p>	<ul style="list-style-type: none"> • I can identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell). (K, DOK 1)

<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.4c Use a known root words as a clue to the meaning of an unknown word with the same root. (DOK 2)</p>	<ul style="list-style-type: none"> • I can identify grade appropriate root words and their meanings. (K, DOK 1) • I can apply knowledge of common grade appropriate root words to problem solve novel words with same root (e.g., addition, additional). (R, DOK 2)
<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. (DOK 1)</p>	<ul style="list-style-type: none"> • I can demonstrate understanding of word relationships and nuances in word meanings. (K, DOK 1)
<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.5a Identify real-life connections between words and their use. (DOK 1)</p>	<ul style="list-style-type: none"> • I can demonstrate understanding of word relationships. (K, DOK 1) • I can identify real-life connections between words and their use. (K, DOK 1)
<p>CCSS.ELA-Vocabulary Acquisition and Use L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy). (DOK 2)</p>	<ul style="list-style-type: none"> • I can use words and phrases acquired through: conversations reading being read to responding to texts. (K, DOK 1) • I can identify and use adjectives and adverbs. (K, DOK 1) • I can distinguish between words and phrases acquired through: conversations reading being read to responding to texts. (R, DOK 2) • Determine when an adjective or adverb should be used to describe. (R, DOK 2)