



## Mohawk Local Schools- Kindergarten - Grade ELA

### Quarter 1 - 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: 7. With prompting and support, describe the  
 relationship between illustrations and the story in which  
 they appear (e.g., what moment in a story illustration  
 depicts). (DOK2)

- I can identify key details in a text (K)
- I can ask and answer questions about key details (K)

Reading: 5. Identify the front cover, back cover, and title page of a book. (DOK1)	<ul style="list-style-type: none"> <li>• I can identify the front cover of a book (K)</li> <li>• I can identify the back cover of a book (K)</li> <li>• I can identify the title page of a book (K)</li> </ul>
Reading: 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts). (DOK2)	<ul style="list-style-type: none"> <li>• I can identify illustrations in a text. (K)</li> <li>• I can identify text in a text. (K)</li> <li>• I can define the term describe. (K)</li> <li>• I can describe people, places, things and ideas that the illustrations depict. (R)</li> </ul>
Reading: 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page (DOK3)	<ul style="list-style-type: none"> <li>• I can follow words on a page from left to right. (P)</li> <li>• I can follow words on a page from top to bottom. (P)</li> <li>• I can follow words page by page. (P)</li> </ul>
Reading 1: Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. (DOK3)	<ul style="list-style-type: none"> <li>• I can understand that words are separated by spaces in print. (K)</li> </ul>
Reading: 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet. (DOK3)	<ul style="list-style-type: none"> <li>• I can name all upper- and lowercase letters of the alphabet. (P)</li> </ul>
Reading: 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. (DOK3)	<ul style="list-style-type: none"> <li>• I can recognize rhyming words. (K)</li> <li>• I can produce rhyming words. (P)</li> </ul>
Speaking and Listening: 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion.) (DOK3)	<ul style="list-style-type: none"> <li>• I can identify agreed-upon rules for discussion. (K)</li> <li>• I can recognize how others listen. (K)</li> <li>• I can follow agreed-upon rules for discussion. (P)</li> <li>• I can listen while others are speaking. (P)</li> </ul>

<p>Speaking and Listening: 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges. (DOK3)</p>	<ul style="list-style-type: none"> <li>• I can listen and respond to continue conversations with peers and adults. (P)</li> <li>• I can participate in conversations about kindergarten topics and texts. (P)</li> </ul>
<p>Speaking and Listening 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (DOK3)</p>	<ul style="list-style-type: none"> <li>• I can recognize that asking questions is an appropriate strategy to further understanding. (K)</li> <li>• I can identify questions. (K)</li> <li>• I can identify answers. (K)</li> <li>• I can identify situations in which, help is needed, information is needed and clarification is needed. (K)</li> <li>• I can formulate appropriate questions to seek: help, information and clarification.(R)</li> <li>• I can ask questions to seek help, get information and clarify something that is not understood. (P)</li> <li>• I can answer questions in order to seek help, get information and clarify something that is not understood. (P)</li> </ul>
<p>Language Strand: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. (DOK3)</p>	<ul style="list-style-type: none"> <li>• I can recognize many of the letters of the alphabet. (K)</li> <li>• I can recognize that letters can be both upper- and lowercase. (K)</li> <li>• I can distinguish between upper- and lowercase letters. (R)</li> </ul>
<p>Language Strand: 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (DOK3)</p>	<ul style="list-style-type: none"> <li>• I can identify common objects. (K)</li> <li>• I can identify categories. (K)</li> <li>• I can sort common objects into categories. (R)</li> </ul>