

# GR K Module 1 (Curious About Kindergarten)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Module Title: Curious About Kindergarten

Essential Question: What will I discover in kindergarten?

## Standards

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### Reading Week 1

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ELA.L.KL.K.1.A	Use frequently occurring nouns and verbs.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Structured Literacy Week 1

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ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
ELA.L.WF.K.1.A	Match upper and lowercase letters.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.

## Reading Week 2

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ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## Structured Literacy Week 2

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ELA.L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA.L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
ELA.L.RF.K.2.A	Recognize and produce rhyming words.
ELA.L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-

syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

ELA.L.WF.K.1.A

Match upper and lowercase letters.

ELA.L.WF.K.1.B

Write upper and lowercase letters, with reference to a model.

ELA.L.WF.K.1.D

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

## Reading Week 3

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ELA.L.KL.K.1.A

Use frequently occurring nouns and verbs.

ELA.RL.CR.K.1

With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

ELA.RL.CI.K.2

With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

ELA.RL.MF.K.6

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

ELA.W.AW.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

ELA.SL.PE.K.1.A

Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

ELA.SL.PE.K.1.B

Continue a conversation through multiple exchanges.

ELA.SL.ES.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Structured Literacy Week 3

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ELA.L.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

ELA.L.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

ELA.L.RF.K.1.D

Recognize and name all upper- and lowercase letters of the alphabet.

ELA.L.RF.K.2.A

Recognize and produce rhyming words.

ELA.L.RF.K.2.B

Count, pronounce, blend, and segment syllables in spoken words.

ELA.L.RF.K.2.C

Blend and segment onsets and rimes of single-syllable spoken words.

ELA.L.RF.K.2.D

Orally repeat multi-syllable words and pronounce the separate syllables.

ELA.L.RF.K.2.E

Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

ELA.L.RF.K.3.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

ELA.L.WF.K.1.A

Match upper and lowercase letters.

ELA.L.WF.K.1.B

Write upper and lowercase letters, with reference to a model.

ELA.L.WF.K.1.D

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

ELA.L.WF.K.1.E

Write a common grapheme (letter or letter group) for each phoneme.

## Structured Literacy Week 4

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ELA.L.RF.K.2.A

Recognize and produce rhyming words.

ELA.L.RF.K.2.B

Count, pronounce, blend, and segment syllables in spoken words.

ELA.L.RF.K.2.D

Orally repeat multi-syllable words and pronounce the separate syllables.

ELA.L.RF.K.2.E

Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

ELA.L.RF.K.2.F

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

ELA.L.RF.K.3.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

ELA.L.RF.K.3.B

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

ELA.L.RF.K.3.C

Read high-frequency words and grade level irregular words with automaticity.

ELA.L.RF.K.3.E

Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

ELA.L.WF.K.1.A

Match upper and lowercase letters.

ELA.L.WF.K.1.B

Write upper and lowercase letters, with reference to a model.

ELA.L.WF.K.1.D

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

ELA.L.WF.K.1.E

Write a common grapheme (letter or letter group) for each phoneme.

ELA.L.WF.K.1.F

Orally segment the phonemes in any single syllable, spoken word.

ELA.L.WF.K.3.B

Write simple sentences.

## Reading Week 4

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ELA.L.KL.K.1.E

Produce and expand complete sentences in shared language activities.

ELA.RL.CR.K.1

With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

ELA.RI.CR.K.1

With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

ELA.RL.CI.K.2

With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

ELA.RI.CI.K.2

With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

ELA.RI.TS.K.4

Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

ELA.RI.PP.K.5

With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

ELA.RL.MF.K.6

With prompting and support, describe the relationship between illustrations and the story

	in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	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).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## **Materials/Activities/Resources**

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### **Core materials:**

- HMH Into Reading
- Rigby Leveled Texts
- Schoolwide Writing

### **Supplemental materials**

- K-2 Foundations materials and techniques
- Brainspring Multi-Sensory Reading materials and techniques
- Patterns of Power

### **Web Site Resources:**

- Ed Your Friend in Learning
- Fundamentals Unlimited --Schoolwide
- Lexia
- Reading A-Z/RAZ Kids

## **Technology**

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8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

## **Assessment**

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### **Formative Assessment**

- Teacher Observation/anecdotal notes
- Comprehension Quizzes
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

### **Summative Assessment**

- Module Assessments

### **Benchmark Assessments**

- NWEA MAPs
- DIBELS
- F&P Benchmark

### **Alternative Assessments**

- DIBELS Progress Monitoring
- Word Study Studio diagnostics & progress monitoring
- Amira
- Weekly Selection Tests
- Module Inventories

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides

- Mixed Ability Grouping

## **504**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional support during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **At-Risk of Failure**

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **Gifted & Talented**

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

## **Interdisciplinary Connections**

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Social Studies Connections:

Science Connections:

SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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## **Social and Emotional Learning Connections**

Learning Mindset: Curiosity

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## **Career Readiness, Life Literacies, and Key Skills**

Financial Literacy (9.1):

- By the end of Grade 2
  - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
  - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
  - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
  - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).



- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

## **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.