

# GR K Module 2 (There's Only One Me)

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: There's Only One Me!

Essential Question: What makes each of us special?

## Standards

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### Structured Literacy Week 1

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| 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.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.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.2.B | Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.  |

### Reading Week 1

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| ELA.L.KL.K.1.A | Use frequently occurring nouns and verbs.  |
| ELA.L.VL.K.2.B | Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.   |
| 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.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.AA.K.7  | With prompting and support, identify the reasons an author gives to support points in a text.  |
| ELA.W.NW.K.3.A | Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).  |
| ELA.W.NW.K.3.B | Provide limited details of experiences, events, or characters.   |
| ELA.W.NW.K.3.C | Provide a reaction to the experiences or events.   |
| ELA.W.WP.K.4   | With prompts and support from adults, recognize that writing carries a message and should make sense to others.  |
| 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 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.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.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).   |
|                | Fluency  |
| ELA.L.RF.K.4   | Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.                            |
| ELA.L.WF.K.1.A | Match upper and lowercase letters.   |

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| 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.2.B | Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.                        |
| ELA.L.WF.K.2.C | Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.   |
| ELA.L.WF.K.3.E | Use manipulatives or digital tools to construct complete sentences.  |

## Reading Week 2

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| ELA.L.VI.K.3.B  | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).   |
| 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.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.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.II.K.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. |
| 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.AS.K.6   | Speak audibly and express thoughts, feelings, and ideas clearly.   |

## 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.C | Understand that words are separated by spaces in print.  |
| 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.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  |

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|                | many of the most frequently used sounds of each consonant.  |
| 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.RF.K.4   | Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.   |
| 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.C | Write left to right and include a space between words.  |
| 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.2.A | Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o). |
| ELA.L.WF.K.2.B | Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.   |
| ELA.L.WF.K.2.C | Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.  |
| ELA.L.WF.K.2.D | Writing frequently used words accurately.   |
| ELA.L.WF.K.2.E | Attempting phonetic spellings of unknown words.   |
| ELA.L.WF.K.3.A | Repeat a sentence, identifying how many words are in the sentence.  |
| ELA.L.WF.K.3.B | Write simple sentences.   |
| ELA.L.WF.K.3.C | Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.   |
| ELA.L.WF.K.3.D | Use end punctuation.  |

## Reading Week 3

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| ELA.L.KL.K.1.E  | Produce and expand complete sentences in shared language activities.   |
| ELA.L.VI.K.3.B  | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).   |
| 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.W.NW.K.3.A  | Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).  |
| ELA.W.NW.K.3.B  | Provide limited details of experiences, events, or characters.   |
| ELA.W.NW.K.3.C  | Provide a reaction to the experiences or events.   |
| 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.II.K.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. |

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| 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. |
| ELA.SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail.                   |
| ELA.SL.AS.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly.   |

## Structured Literacy Week 4

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|                |  |
|----------------|--|
| ELA.L.RF.K.2.A | Recognize and produce rhyming words.   |
| ELA.L.RF.K.2.C | Blend and segment onsets and rimes of single-syllable spoken words.  |
| 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.RF.K.3.C | Read high-frequency words and grade level irregular words with automaticity.   |
| ELA.L.RF.K.3.D | Recognize the parts of high-frequency words that are regular and the parts that are irregular.   |
| ELA.L.RF.K.4   | Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.                            |
| 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.2.B | Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.  |
| ELA.L.WF.K.2.C | Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.   |
| ELA.L.WF.K.2.E | Attempting phonetic spellings of unknown words.  |

## Reading Week 4

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|                |  |
|----------------|--|
| ELA.L.KL.K.1.E | Produce and expand complete sentences in shared language activities.   |
| ELA.L.VI.K.3.B | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                                       |
| 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). |

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| ELA.RL.TS.K.4   | Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (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.W.NW.K.3.A  | Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).  |
| ELA.W.NW.K.3.B  | Provide limited details of experiences, events, or characters.   |
| ELA.W.NW.K.3.C  | Provide a reaction to the experiences or events.   |
| 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.                                       |

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## Materials/Activities/Resources

### 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

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## Technology

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
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

### **Summative Assessment**

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark

## **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 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

## **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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6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.



## **Social and Emotional Learning Connections**

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Learning Mindset: Self-Reflection

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

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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.