GR K Module 5 (I Can Do It!)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Unit Overview

Module Title: I Can Do It!

Essential Question: What does it mean to try hard?

Standards

Reading Week 1

W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Reading Week 2

L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
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).
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
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.

SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Reading Week 3

L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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.
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).
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).
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Reading Week 4

L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
L.VL.K.2.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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).
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.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.B	Provide limited details of experiences, events, or characters.
W.NW.K.3.C	Provide a reaction to the experiences or events.
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.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Materials/Activities/Resources

ore materials:

- HMH Into Reading
- Rigby Leveled Texts
- HMH Writing

Supplemental materials

- Multi-Sensory materials and techniques

Web Site Resources:

- Ed Your Friend in Learning
- Lexia

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

Formative Assessment

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

Summative Assessment

- Module Test
- On Demand Pieces
- District Benchmarks

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks 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
- Readworks 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
- Readworks 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
- Readworks 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

Social Studies Connections:

Science Connections:

2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.

Social and Emotional Learning Connections

Learning Mindset: Perseverence

Career Readiness, Life Literacies & 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

- 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.