

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

Structure Literacy Week 1

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.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.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.

Reading Week 1

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.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Structured Literacy Week 3

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.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular. Fluency
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.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.

Reading Week 3

ELA.L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
ELA.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).
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.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.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.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.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Structured Literacy Week 4

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.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.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.

Reading Week 4

ELA.L.KL.K.1.B	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
ELA.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).
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.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.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.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Reading Week 2

ELA.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).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
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.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).
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.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.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

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

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

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

Accommodations & Modifications

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

Social Studies Connections:

Science Connections:

HE.K-2.2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
HE.K-2.2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
HE.K-2.2.2.2.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).

Social and Emotional Learning Connections

Learning Mindset: Perseverance

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.