

# GR K Module 6 (Home of the Free and the Brave)

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

## Unit Overview

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Module Title: Home of the Free and the Brave

Essential Question: What makes the USA special?

## Standards

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### Structured Literacy Week 2

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

### Structured Literacy Week 1

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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.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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.E	Attempting phonetic spellings of unknown words.
ELA.L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.

### Structured Literacy Week 3

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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.D	Writing frequently used words accurately.
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.

### Reading Week 3

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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.
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ELA.RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
ELA.W.IW.K.2.A	Introduce a topic.
ELA.W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

## Structured Literacy Week 4

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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.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.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.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.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

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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.IW.K.2.A	Introduce a topic.
ELA.W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
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.

## Reading Week 2

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ELA.L.RF.K.1.C	Understand that words are separated by spaces in print.
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.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.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.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.C	Write left to right and include a space between words.
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.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.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.
ELA.L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
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.W.IW.K.2.A	Introduce a topic.
ELA.W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support,

ELA.SL.UM.K.5

provide additional detail.

Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Reading Week 1

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ELA.L.KL.K.1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.IW.K.2.A	Introduce a topic.
ELA.W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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
- 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

- 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:

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## Science Connections:

SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.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.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

## **Career Readiness, Life Literacies & 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).

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## **Social and Emotional Learning Connections**

Learning Mindset: Asking for Help

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## **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.