

# Into Reading Module 5

Content Area: **Reading**  
Course(s): **Reading/Phonics K**  
Time Period: **January**  
Length: **4 weeks**  
Status: **Published**

## Module Overview

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Kindergartners often hear, “You can do it!” In this module, children will meet kids who are doing it—from daring to jump off a diving board to learning tai chi. Despite their young age and varied abilities, children see that with a little

hard work, some practice, and perseverance, they too can achieve their goals. So let’s do it!

Essential Question: What does it mean to try hard?

## Standards

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| 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.                 |
| LA.RF.K.1 | Demonstrate understanding of the organization and basic features of print.                                                                                                                    |
| L.KL.K.1  | With prompting and support, develop knowledge of language and its conventions when speaking and listening.                                                                                    |
| L.VI.K.3  | With guidance and support from adults, explore word relationships and nuances in word meanings.                                                                                               |
| 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).                                                           |
| 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.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).                                                        |
| 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).                                        |
| 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).          |
| 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). |

## Learning Targets

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- Blend and read words using previously taught decoding skills.
- Build knowledge and language about going after one's dreams
- Build knowledge and language about persevering and asking for help when needed
- Build knowledge and language about persevering and not giving up
- Build knowledge and language about persevering when one is afraid
- build knowledge and language about trying hard to accomplish something, even when you don't get help.
- Compare and contrast characters in two versions of the same story.
- Discuss characteristics of a biography.
- Discuss the characteristics of a folktale.
- Discuss the characteristics of a play.
- Identify characters, setting, and main events in a folktale.
- Identify characters, setting, and main events in a play.
- Identify characters, setting, and main events in fiction.
- Identify how a character's feelings change from the beginning of the story to the end.
- Identify people, places, and events in a true story.
- identify synonyms and antonyms.
- Make and check predictions about a story.
- Make inferences to answer questions about a true story.
- Make inferences to identify character traits.
- Read a text with unconventional directionality.
- Read text left to right with a return sweep.
- Respond to the text by drawing and writing.
- Understand the meaning of new vocabulary
- Use picture and text clues to describe how a person in a true story acts, speaks, thinks, and feels.
- Use picture and text clues to identify and describe how a character acts, speaks, thinks, and feels.
- Use text and picture clues and background knowledge to make inferences.

## **Learning Plan/Pacing Guide**

[Learning Plan/Pacing Guide](#)

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## **Differentiated Instruction**

Small Group/Differentiation – Materials & Activities

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- Choral Reading
- Cloze Reading

- Decodables
- ELL Tabletop Minilessons
- Language Graphic Organizer
- Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook
- Research/Inquiry Project – Have children work on the “I Can Make a Difference.”
- Review Poetry- Rhythm/Rhyme
- Tabletop Minilessons

## **Accommodations and Modifications**

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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)