# **Into Reading Module 5**

Content Area: Reading

Course(s): Reading/Phonics K

Time Period: January
Length: 4 weeks
Status: Published

### **Module Overview**

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**

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

- 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

### **Differentiated Instruction**

Small Group/Differentiation – Materials & Activities

- 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**

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc