

Into Reading Module 6

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

Module Overview

Waving the flag is a fun, simple way for kindergartners to show patriotism. The display becomes more meaningful when children appreciate the reasons why we celebrate our country. In this module, children meet some of our greatest leaders, from Washington to King. They discover our unique symbols, like the bald eagle and apple pie, and our enduring freedoms. They explore our different landscapes and diverse people, learning that we all contribute to making the USA special. Essential Question: What makes the USA special?

Standards

L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
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.
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.
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.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).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
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).

Learning Targets

- Blend and read words using previously taught decoding skills.
- Build knowledge and language about a favorite American song when reading and discussing Take Me Out to the Ball Game.
- Build knowledge and language about America's favorite tradition when reading and discussing Take Me Out to the Yakyu.
- Build knowledge and language about going after one's dreams when reading and discussing Dancing through Space: Dr. Mae Jemison Soars to New Heights.
- Build knowledge and language about how Martin Luther King, Jr. fought to make the United States better for people of all races when reading and discussing Martin Luther King, Jr
- Build knowledge and language about how our presidents are part of what makes our country special when reading and discussing Presidents' Day.
- Build knowledge and language about learning new things and perseverance when reading A Morning with Grandpa.
- Build knowledge and language about the landforms and bodies of water across the United States.
- Build knowledge and language about the landscapes across the United States.
- Compare and contrast characters in two versions of the same story.
- Discuss characteristics of a poem and a song.
- Discuss characteristics of biographies.
- Identify and discuss how text structure contributes to the author's purpose.
- Identify characters, setting, and events in fiction.
- Identify how text structure contributes to author's purpose.
- Identify people, places, and events in a biography.
- Identify people, places, and events in a true story.
- Identify rhythm and rhyme in a song.
- Identify the author's purpose for writing a text.
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- Identify the central idea of an informational text.
- Identify the meaning of a poem.
- Identify the topic of a song.
- Make and check predictions about a story.
- Make and describe connections between illustrations and text.
- Make and describe connections between pictures and text.
- Make inferences to answer questions about a true story.
- Read a text with unconventional directionality.
- Recognize and use text features to gain information.
- Recognize that words are made up of letters and separated by spaces in print.
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- Recognize the features of a sentence
- Respond to 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 the five senses to visualize what is happening in a text.

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
- Reading Corner – Have children use the PARTNER READING routine to practice reading familiar words accurately or to practice another area of need. Use any familiar text.
- Research/Inquiry Project – Have children work on the “I Can Make a Difference.”
- Review Central Idea and Key Details
- Tabletop Minilessons

Accommodations and Modifications

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