

# Into Reading Module 1

Content Area: **Reading**  
Course(s): **Reading 1**  
Time Period: **September**  
Length: **3 weeks**  
Status: **Published**

## Module Overview

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In Module 1:

In this module, children will read about how the people they meet and the experience they have can help them. Children will read about the different activities they can do at school. They also will read about makes a good friend, the many different types of friends they can have, and what makes each person special.

Essential Question: How can making new friends and learning new things help us?

## Standards

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| ELA.L.VL.1.2  | Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. |
| ELA.RL.CR.1.1 | Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).  |
| ELA.RI.CR.1.1 | Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).  |
| ELA.RL.CI.1.2 | Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).                                |
| ELA.RI.CI.1.2 | Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).                             |
| ELA.RL.IT.1.3 | Describe characters, settings, and major event(s) in a story, using key details.   |
| ELA.RL.MF.1.6 | With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.                                 |
| ELA.RI.AA.1.7 | Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.              |

## Learning Targets

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- Ask and Answer questions to understand the plot and events in a story.
- I can understand characters and the events that affect them in a story.
- Identify characters and setting in a story
- Identify the author's purpose in an informational text
- Identify the sequence of events in a story

- Identity the main idea and supporting details
- Recognize the elements of poetry
- Respond to text by drawing and writing.
- Understand the meaning of new vocabulary

## **Materials**

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- Anchor Chart
- Big Book
- Bookstix
- Family Letter to Send Home
- Get Curious Video
- Know It, Show It
- Knowledge Maps
- myBook
- Reading Graphic Organizers
- Teacher's Guide
- Teacher's Guide/Teaching Pal
- Vocabulary Cards

## **Assessments**

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- KWL Chart
- Response to Text – Accountable Talk
- Summative Assessment: Module Assessment
- Teacher Observation
- Turn and Talks, Think Pair Share
- Weekly Assessment
- Weekly Selection Quiz

## **Differentiated Instruction**

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- Choral Reading
- Cloze Reading
- Decodables/Small Groups
- HMH Readers/Small Group
- Reader's Theater
- Reading Corner
- Research/Inquiry Project

- Tabletop Minilessons

## **Accommodations/Modifications**

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- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Clarify test directions, read test questions
- Differentiated center-based small group instruction
- Enrichment projects
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Preferential seating
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor