

# Into Reading Module 3

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

## Module Overview

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In Module 3:

In this module, children will discover many details about animals as they read both nonfiction and fiction selections. These texts encourage readers to be curious as they investigate animal life. Children will learn about the characteristics of animals that allow them to grow and survive in the natural world. They will also explore the different kinds of structures animals build for homes and protection. After reading the module’s texts, children should have a greater appreciation for the diversity of the animal kingdom.

Essential Question: How do animals’ bodies help them?

## 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.PP.1.5	Identify who is telling the story at various points in a text.
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.
1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## Learning Targets

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- Identity text features in a non fiction text

- Ask and answer questions to understand details about the text
- Build knowledge and language about animals,, understanding their unique features when reading and discussing Blue Bird and, Coyote.
- Explain how a text’s organization supports the author’s purpose
- Identify and analyze how a text is organized and how this text structure supports author's purpose
- Identify characteristics of procedural texts.
- Identify features of videos
- Identify the narrator and point of view of a story
- Identify the sequence of events in a story
- Monitor comprehension and use different strategies, such as rereading, to clarify ideas in the text that don’t make sense
- Respond to text by drawing and writing.
- Summarize a text by retelling the topic, main ideas, and the most important details.
- Understand the meaning of new vocabulary
- Use audio and visual clues to describe key events in the beginning, middle, and end of a video.
- Use descriptive language in a text to create mental images of a story’s characters, setting, and events

## 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