

# Into Reading Module 6

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

## Module Overview

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In Module 6:

In this module, children will learn about special American symbols, monuments, holidays, and celebrations as they read both nonfiction and fiction selections. These selections encourage readers to be curious as they investigate a variety of patriotic topics.

Children will learn about the purposes for celebrating patriotic holidays as well as the importance of special symbols and monuments. They will also learn about some American presidents. After reading the module’s texts, children should have a greater appreciation for patriotic symbols, monuments, holidays, and celebrations.

Essential Question: What do special symbols, monuments, holidays, and celebrations tell us about the United States?

## 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.RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

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.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
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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- Build knowledge and language about different states and their special symbols
- Build knowledge and language about the Statue of Liberty, its history, and its symbolism.
- Explain how a text is organized and how its organization and descriptive language support the author's purpose.
- Identify characteristics of poetry.
- Use text and graphic features to locate and understand information, and discuss the similarities and differences between the information from the words and the visuals.
- Build knowledge and language about different holidays, understanding their purpose and importance.
- Build knowledge and language about historic sites in Washington, D.C., monuments, and celebrations, understanding their significance to the United States
- Build knowledge and language about holidays and songs, understanding why they are celebrated or sung.
- Describe elements of dramas, including characters, setting, and dialogue.
- Evaluate details in a text to determine key ideas.
- Identify an author's opinion about a topic and the facts, examples, and reasons given to support that opinion.
- Identify characteristics of dramas.
- Identify characteristics of informational texts.
- Identify characteristics of opinion writing.
- Identify features of realistic fiction.
- Make connections between a text and personal experiences, society, and ideas in other texts.
- Make, revise, and confirm predictions.
- Recognize elements of poetry, including describing words, rhythm, rhyme, lines, and stanzas.
- Understand the meaning of new vocabulary
- Use details and descriptive language in a text to create mental images about what is being described.
- Using details in the text and illustrations, describe the problem, main events, and resolution in a story.

## 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