

# Into Reading Module 8

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

## Module Overview

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In Module 8:

In this module, children will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present.

Children will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Children will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again.

Essential Question: What lessons can we learn from stories?

## 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.

## Learning Targets

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- Identify characteristics of informational texts.
- Identify features of videos.
- Build knowledge and language about Aesop, the fables he wrote, and how they are used today when reading and, discussing Thank You, Mr. Aesop.
- Build knowledge and language about how authors use humor to engage readers and communicate a lesson when reading and discussing Interrupting Chicken.
- Build knowledge and language about lessons learned from traditional tales when reading and discussing Little Red, Riding Hood.
- Build knowledge and language about story elements when reading and discussing Follow the Story Path.
- Build knowledge and language about the importance of persistence when watching, listening to, and discussing The Tortoise and the Hare.
- Connect the ideas in this text with real-life personal, experiences, society in general, and ideas in other texts.
- Create mental images of characters, the setting, and story events using descriptive language from the story.
- Describe characters, dialogue, and setting in a drama.
- Identify characteristics of dramas.
- Identify features of fantasies.
- Identify the topic and central idea of a text using text evidence and relevant supporting details.
- Locate and gain information from print and graphic features, and differentiate between information from the words and visuals in a text.
- Synthesize information to create new understanding.
- Understand the meaning of new vocabulary
- Use descriptive language and details in the text and illustrations to identify and describe story characters and the reasons for their actions.
- Use details in the text and illustrations to identify and describe story characters and the reasons for their actions.

## 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