

Into Reading Module 11

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

Module Overview

In Module 11:

In this module, children will study non-fiction texts through the focus of narrative non-fiction, informational, and biographies.

Essential Question:

Week 1: Focus on Narrative Nonfiction

What are the characteristics of narrative nonfiction?

Week 2: Focus on Informational Text

What are the characteristics of informational text?

Week 3: Focus on Biography

What are the characteristics of a biography?

Standards

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.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Learning Targets

- Identify the topic, central idea, and relevant details in a text by using text evidence.
- Analyze a text's organization.
- Analyze texts for characteristics of biography.
- Analyze texts for characteristics of informational text.
- Analyze texts for characteristics of narrative nonfiction.
- Analyze the text features and graphics in an informational text.
- Determine the author's purpose for using chronological order as a text's form of organization.
- Determine the author's purpose for using description as a form of text organization.
- Determine the author's purpose for using specific genre features.
- Determine the author's purpose for using text features and graphics.
- Determine the author's purpose for using text features and graphics.
- Determine the author's purpose for writing a text, using the genre and text evidence.
- Discuss similarities and differences between information provided by the words and the visuals in a text.
- Discuss text features and graphics in a biography.
- Discuss the author's purpose for writing a text.
- Discuss the central idea and relevant details of a text.
- Discuss the characteristics of a biography.
- Discuss the characteristics of informational texts.
- Discuss the order of events in a text.
- Explain how the text's organization contributes to the author's purpose.
- Identifies genre characteristics in narrative nonfiction.
- Identify and use text features and graphics to locate and gain information.
- Identify and use text features and graphics to locate and gain information.
- Recognize and describe the characteristics of biography.
- Recognize and describe the characteristics of informational text.
- Recognize and describe the characteristics of narrative nonfiction.
- Recognize topic, central ideas, and relevant details in a text, using supporting evidence.
- Synthesize knowledge about informational texts.
- Synthesize knowledge about narrative nonfiction.
- Write about the similarities and differences between information from the words and the visuals in a text.

Materials

- 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

- 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

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

Accommodations/Modifications

- 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