

# Into Reading Module 1

Content Area: **Writing**  
Course(s): **Writing 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.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
ELA.L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
ELA.L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
ELA.L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

## Learning Targets

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- Answer questions about a story topic before reading
- Create an oral class story
- Identify a noun
- Identify an action verb
- Identify that a noun is a person, place, or thing

## Materials

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- Anchor Charts

- ClassCraft Slides
- Family Letter to Send Home
- Focal Text
- Know It Show It
- myBook
- Teacher's Guide/Teaching Pal
- Writing paper

## **Assessments**

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- Response to Text
- Student Participation
- Teacher Observation
- Turn and Talks, Think Pair Share
- Weekly Assessment

## **Differentiated Instruction**

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- Graphic organizers
- Peer conferencing
- Sentence starters
- Teacher conferencing
- Writer's Corner

## **Accommodations/Modifications**

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- Allow for redos/retakes
- Alternate assignments/ enrichment assignments
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Continue practicing vocabulary
- 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 higher-order questioning and discussion opportunities
- 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