

Into Reading Module 3

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

Module Overview

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

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.W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
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

- Can identify the difference between singular and plural nouns.
- Can write a statement
- Draft an Informative Essay
- Identify the subject and predicate in a sentence
- Research information for a writing piece
- Write an informative essay.

Materials

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

Assessments

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

Differentiated Instruction

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

Accommodations/Modifications

- 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