Into Reading Module 2

Content Area: **Reading**
Course(s): **Reading 2**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Module Overview

When children hear the word explore, they may think about traveling great distances to faraway lands. However, children do not have to go far to explore. Stepping outside to observe the plants and animals in nature can provide opportunities for exploration. Exploration can also take place inside a good book! In this module, children will listen to and read texts that inspire them to look at the details in the world around them to learn new things.

Essential Question: How does exploring help us understand the world around us?

Standards

L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Learning Targets

- Ask and answer questions about a text.
- Build knowledge and language about various, kinds of matter by understanding the different, states of matter, as they read
- Discuss elements of a drama.
- Identify and discuss the author's purpose for, writing.
- Identify elements of poetry
- Identify features of a fantasy
- Identify features of fine art.
- Identify features of informational text.
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- Make connections between text and visuals to, guide understanding
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- Make connections to personal experiences,, society, and other texts.
- Make inferences using evidence from the text.
- Use context to determine the meaning of, unfamiliar words.
- Use words in a text to create mental images.

Materials

- Articulation Videos
- Book Stix
- ClassCraft
- HMH Anchor Charts
- HMH Reading Graphic Organizers
- Instructional Card Kits
- Know It, Show It Books
- Knowledge Maps
- My Book
- Read Aloud Books
- Read and Respond Journals
- Teaching Pal Book

Assessments

- Close Reading
- Collaborative Discussion
- Read for Understanding
- Think-Pair-Share
- Turn and Talk
- Weekly Assessment
- Weekly Selection Quiz

Differentiated Instruction

- Decodables/Small Group
- English Learner Support
- Guided Reading Groups
- HMH readers/Small Group
- Literacy Centers

- Reinforce skill with practice worksheets
- Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Investigate Citizenship.

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