Into Reading Module 3

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

Module Overview

Disagreements can stress relationships. Sometimes when we disagree, we can find a solution that works for everyone. Other times, we may continue to disagree. How do we find a way to still get along? In this module, children will learn ways to listen to each other and work out disagreements. Through reading and collaboration, children will learn to see different points of view. Then they will be able to understand why people may disagree at times and why sometimes that is okay!

Essential Question: How can people work out disagreements?

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.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Learning Targets

- Discuss, determine, and explain the theme using, text evidence.
- Experience a text with a first-person narrator, and recognize the narrator’s point of view.
- Explain an author’s purpose for writing an, infographic.
- Identify characteristics of informational texts.
- Identify features of a biography.
- Identify features of infographic text.
- Identify features of informational texts.
- Identify features of realistic fiction.

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- Make and confirm predictions
- Monitor comprehension and make adjustments, to clarify.
- Recognize organizational patterns and discuss, how text structure contributes to author’s, purpose
- Recognize the central idea and supporting, evidence.
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- Retell or paraphrase texts in ways that maintain, meaning and logical order.
- Synthesize information in a text.

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