Into Reading Module 4

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

Module Overview

In this module, children will experience traditional and contemporary stories. Some of these stories may be familiar to children but have a new, interesting twist! Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters. Just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the characters' actions.

Essential Question: What lessons can we learn from the characters in stories?

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.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
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

- Identify features of a video.
- Create mental images to deepen understanding
- Describe and understand plot elements in a, story
- Identify and discuss elements of drama.
- Identify and discuss the use of figurative, language
- Identify characteristics of a recipe.
- Identify features of a fantasy.
- Identify features of an informational text.
- Identify features of fairy tales.

- Make and confirm predictions.
- Make and describe connections to experiences,, texts, and society.
- Make inferences and use evidence from the text
- Recognize cause-and-effect organizational patterns
- Recognize organizational patterns of text and, how they contribute to the author’s purpose.

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