Into Reading Module 5

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

Module Overview

The principal of a school, the mayor of a town or city, and the owner of a local business have at least one thing in common—they all are leaders in the community. But what makes these people good leaders? In this module, children will read stories and texts that will help them identify the qualities many good leaders possess. They can learn to recognize these qualities in themselves so they can work to become good leaders in the classroom and in their school.

Essential Question: What are the qualities of a good leader?

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.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
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).
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
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.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Learning Targets

- Describe and analyze internal and external character traits
- Discuss how authors use print features, and graphics.
- Generate questions before, during and after reading, and use text evidence to support responses.
- Identify characteristics of biographies
- Identify characteristics of biographies

- Identify features of a fantasy.
- Identify features of a video.
- Identify features of an opinion article
- Identify features of informational texts.
- Recognize organizational patterns, such, as chronological order
- State what the author is trying to persuade the reader to think and distinguish fact from opinion.
- Summarize a text by including the, central idea and relevant details.
- Summarize by retelling or paraphrasing in ways that maintain meaning and logical order.
- Use context to determine the meaning of unfamiliar words

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