Into Reading Module 6

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

Module Overview

On a cold and rainy day, you might stay inside and sip hot cocoa. When it's warm and sunny, you might ride your bike to the beach! In this module, children will learn how weather changes from day to day and from season to season. Through texts and collaborative work, children will explore types of weather they may experience quite often, or may never experience—such as blizzards or hurricanes. Children will also learn to notice how the weather affects them and their communities.

Essential Question: How does weather affect 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.
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.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.
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.

Learning Targets

- Discuss the author's use of print and graphic features to help readers locate and gain information.
- Discuss the author's use of text features to help, readers locate and gain information.
- Evaluate details in a text to determine key ideas.
- Explain visual patterns and structures in poetry, and discuss descriptive and figurative language in the text.
- Generate questions before, during, and after reading, and use text evidence to support responses

- Identify features of a fantasy.
- Identify features of informational text.
- Identify features of informational texts.
- Identify features of narrative nonfiction texts.
- Identify features of video.
- Identify rhyme scheme and other features of poetry.
- Identify the third-person narrator and the, narrator's point of view.
- Make connections to experiences, texts, and, society.
- Make inferences and use evidence to support, understanding.
- Recognize cause-and-effect organizational, patterns
- Recognize cause-and-effect organizational, patterns and explain how these patterns serve, 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