Into Reading Module 7

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

Module Overview

In this module, children will read and listen to stories about important people. These stories will help children recognize that people's lives are shaped and molded by their experiences.Children will learn that every person has a story—and it may be a very fascinating one. In many cases, the stories in this module describes events that are very similar to the experiences that the children have had. Children may be inspired after reading how closely the story of a very important person resembles their own!

Essential Question: How do our experiences shape our lives?

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.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational 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).
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
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.

Learning Targets

- Create mental images to deepen understanding.
- Describe the importance of the setting
- Discuss the author's use of text features to help, readers locate and gain information
- Identify and explain an author's purpose for, writing a text.

- Identify and explain what the author is trying to persuade the reader to think and do, and distinguish fact from opinion.
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- Identify features of a biography.
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- Identify features of a procedural text.
- Identify features of a video.
- Identify features of poetry.
- Make inferences and use evidence to support understanding
- Monitor comprehension of a text and make adjustments to clarify.
- Recognize characteristics of multimodal/digital, texts.
- Recognize organizational patterns and discuss, how text structure contributes to author's, purpose.
- 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