# Into Reading Module 9

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

## Module Overview

What is that bird in your neighborhood—and why does it live there? In this module, children will learn about the different habitats where animals live. Hot deserts, warm rainforests, and cool, underwater habitats all provide food and shelter for the animals that live there. Through reading a variety of texts and collaborative work, children will explore how the conditions in different habitats help different animals to survive. After reading this module's texts, children should have a greater appreciation for the complexity of animal habitats.

Essential Question: How do living things in a habitat depend on each other?

## Standards

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| 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.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. |
| 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. |
| RI.AA.2.7 | Describe and identify the logical connections of how reasons support specific points the author makes in a text. |

## Learning Targets

- Create mental images.
- Discuss how authors use text features to help readers understand information.
- Discuss the use of figurative language in a text including idioms
- Explain features of an opinion essay.
- Explain 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 video
- Identify features of folktales.
- Identify features of informational texts.
- Identify features of poetry, including rhyme scheme
- Monitor comprehension and make adjustments to clarify understanding.
- Recognize organizational patterns and discuss, how text structure contributes to author's purpose.
- Recognize organizational patterns and discuss, how the structure contributes to the author's, purpose.
- Retell and paraphrase texts in ways that maintain meaning and logical order
- State what the author is trying to persuade the reader to think, and distinguish fact from opinion.

## 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