Into Reading Module 10

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

Module Overview

The world is more connected today than it has ever been. As a result, children are exposed to a diverse cultural landscape. Understanding and learning from different people and cultures is important in accepting and appreciating this diversity. In this module, children will read texts about a variety of cultures. They will also explore how their own heritage has contributed to the American culture we all share. After reading the module's texts, children should have a greater appreciation of and interest in the different people and cultures in the world around them.

Essential Question: What can we learn from different people and cultures?

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.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.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
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.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.

Learning Targets

- Connect a text to personal experiences, other, texts, and society.
- Describe and understand the conflict, main events, and resolution of the story.
- Determine and explain theme using text evidence
- Discuss how authors use print and graphic features to help readers locate information.
- Discuss the author's purpose for using graphic, features in the video
- Identify features of a video.

- Identify features of informational text.
- Identify features of informational texts.
- Identify features of narrative nonfiction texts.
- Identify features of poetry.
- Identify features of realistic fiction.
- Make and confirm predictions.
- Make connections to personal experiences, other texts, and society.
- Make inferences and use evidence to support understanding
- Recognize the central idea in a text and identify supporting evidence.
- Recognize the central idea in a text and the, supporting evidence

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