

Swedesboro-Woolwich School District



*Cultural Media Arts Literacy*

Grade: 2	Unit 2: Nonfiction vs. Fiction Texts	Number of Days: Trimester 2 (60 Days)
<b>Unit Overview</b>		
Students use nonfiction texts and resources to expand their understanding of the world. Recognizing and interpreting text features within those resources effectively helps students better grasp key concepts and details. Utilizing tools such as the Table of Contents, Index and Glossary enables the student to be more efficient in his/her learning and research.		
<b>Critical Knowledge and Skills</b>		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>● I can understand the basic organizational pattern of the library</li><li>● I can demonstrate proper library citizenship</li><li>● I can locate parts of a book</li><li>● I can demonstrate digital tools to search and locate titles in the library</li><li>● I can explain the difference between the author and illustrator.</li><li>● I can determine the difference between selections of fiction and non-fiction.</li><li>● I can identify characters, setting, and the plot of a story and make connections from my personal life with them.</li><li>● I can ask questions that spark my curiosity and make me want to research more.</li></ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>● Why do we read nonfiction texts?</li><li>● How does reading nonfiction text help us understand our world?</li><li>● How do text features help us better understand what we are reading?</li><li>● How do parts of a nonfiction book help a reader locate information quickly?</li></ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>● Nonfiction texts have specific features that aid in understanding.</li><li>● Nonfiction texts provide tools to help the reader locate information quickly.</li></ul>		

- Reference and Research skills have real-world applications that enhance students' ability to locate information efficiently and effectively for multiple purposes.

### Resources

- Displays and posters for active listening.
- Demonstration activities for properly finding and checking out books.
- Whole group Read Alouds with selections such as:
  - Paul Bunyan play, Folk Tale and Tall Tale signs
  - Snow Friends by Margery Cuyler
  - How to Catch a Snowman by Adam Wallace
  - Chinese New Year
  - The Three Little Gators
  - The Golden Reed Pipe
  - Brown Bear, Brown Bear, What do you see? By Bill Martin
  - Little Red and the Very Hungry Lion by Alex Smith
  - Pecos Bill Play
  - Goldilocks and the Three Bears
  - Growing Vegetable Soup by Lois Ehlert
  - Johnny Appleseed
  - The True Story of the Three Little Pigs
  - Planting a Rainbow by Lois Ehlert
  - John Henry Folk Tale and Tall Tales
  - Cinderelephant
  - No Kidding, Mermaids are a Joke as told by Prince by Loewen
  - The Best Nest by P.D. Eastmand
  - Peter Rabbit by Beatrix Potter
  - Komodo by Peter Sis
  - Other fiction and non fiction texts
- Shelf Markers
- Leaf Pattern Drawings
- Pumpkin & Thanksgiving Drawings
- National Geographic Kids website
- Anchor Chart for Fiction and Nonfiction
- Book Sort Buckets – Fiction vs. Nonfiction
- Holidays around the World Texts; Books; Videos etc.
- Duolingo

Main Activities & Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>• Teacher observation w/anecdotal notes</li> <li>• Turn and Talk</li> <li>• Self-Evaluations</li> </ul> Performance Tasks <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Trimester Assessment</li> <li>• Exit Tickets</li> <li>• Progress reports</li> <li>• ACCESS for ELLS</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Teacher Checklist of expected behaviors</li> <li>• Choice Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded through possible resources as listed above but specifically read alouds, partner work, crafts to accompany books and research</li> <li>• Whole group discussion of the differences in fiction &amp; non fiction texts</li> <li>• Examine headings, bold print, and italic print</li> <li>• Match image of the type of print to name</li> <li>• Seek and find examples of print text features</li> <li>• Define the purpose of the day's highlighted text feature</li> <li>• Compare and contrast nonfiction vs fiction text structures</li> <li>• Match image/name of print to description</li> <li>• Seek and find examples of print text features</li> <li>• Utilize different parts of a book to find information quickly.</li> <li>• Discuss words in Spanish</li> </ul>

Possible Assessment and Instructional Modifications			
<u>Special Education</u>	At-Risk ( <u>Math Strategies</u> and <u>ELA Strategies</u> )	<u>Gifted</u>	<u>English Language Learners</u>
<i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the</i>	The possible list of modifications/accommodations identified for Special Education	<ul style="list-style-type: none"> <li>• Asking questions which prompt students to think about their own thinking process,</li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing vocabulary</li> <li>• Choice of test format</li> </ul>

<p><i>student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>● Provide visual aids and anchor charts</li> <li>● Highlight key directions</li> <li>● Preview content and concepts</li> <li>● Highlight text or modeled writing</li> <li>● Preferential seating</li> <li>● Small group setting</li> <li>● Alternative assessments</li> <li>● Guided Reading</li> <li>● Varying organizers for instructions</li> <li>● Flexible groupings</li> <li>● Student choice in activities</li> <li>● Consult with OT</li> <li>● Teacher modeling</li> <li>● Extended time</li> </ul>	<p>students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Use a consistent routine</li> <li>● Modify instructional strategies such as guided reading, small group opportunities, peer support</li> <li>● Additional visuals</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>	<p>(successes and challenges). Provide choice of activity, presentation, and groups among appropriate projects.</p> <ul style="list-style-type: none"> <li>● Extend activities as appropriate.</li> <li>● Extend readings by offering varying and different text, including nonfiction, that is on a student's Lexile Level.</li> <li>● Offer additional opportunities for synthesis - Asking questions that encourage students to create new information from existing information.</li> <li>● Increase connections - Asking students questions that ensure the ability to apply new learning to their lives.</li> </ul>	<p>(multiple-choice, essay, true-false)</p> <ul style="list-style-type: none"> <li>● Vary test formats</li> <li>● Read directions to student</li> <li>● Provide study guides prior to tests</li> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>
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<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>● SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>● SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ul> <p><b>Life Literacies and Key Skills Standards:</b></p> <ul style="list-style-type: none"> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</li> <li>● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals</li> <li>● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan</li> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity</li> </ul> <p><b>ELA Standards:</b></p> <ul style="list-style-type: none"> <li>● RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</li> <li>● RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</li> </ul>

- SL.1.6. Produce complete sentences when appropriate to task and situation.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**World Language Standards**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.PRSNT.2. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Curriculum To Include Instruction On...						
World Language	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LBGT Law	Asian Pacific Islander
Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc.  Practice physical actions or hand gestures to simple	Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column	Students will be exposed to articles, books, and information from around the world as it relates to climate change. In addition, they will learn how to research using some of the resources provided by the state.	Students may check out or research books and authors of African American cultures including, but not limited to: ● Sulwe by Lupita Nyong'o ● Hair Love by Matthew A. Cherry	Students may check out or research books and authors of Jewish cultures including, but not limited to: ● The Tree in the Courtyard: Looking Through	Students may check out or research books which promote positive gender identities and authors who are part of the LGBTQ+ community including, but not limited to:	Students may check out or research books and authors of Asian Pacific Islander cultures (ie: Chinese, Japanese, Indian, Hawaiian, South East Asian, and Muslim) including,

<p>oral directions.</p> <p>Discuss holidays around the world in December.</p> <p>Introduce different cultures around the world and their heritage through books. For example Halloween, Chinese New Year, etc. Utilize Duolingo</p>	<p>for each Topic area.</p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. (Grades K-2)</p> <p>8.1.2.NL.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</p>	<ul style="list-style-type: none"> <li>● NASA Climate Kids (Science)</li> </ul>	<ul style="list-style-type: none"> <li>● Ruby Bridges Goes to School: My True Story by Ruby Bridges</li> <li>● Dancing in the Wings by Debbie Allen</li> <li>● Rosa by Nikki Giovanni</li> <li>● He’s Got the Whole World in His Hands by Kadir Nelson</li> <li>● Aunt Harriet’s Underground Railroad in the Sky by Faith Ringold</li> <li>● Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</li> </ul> <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p>	<p>Anne Frank’s Window by Jeff Gottesfeld</p> <ul style="list-style-type: none"> <li>● I Will Come Back For You: A Family in Hiding During World War II by Marisabina Russo</li> <li>● Hanna’s Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine</li> <li>● I Am A Star by Inge Auerbacher</li> <li>● When Hitler Stole Pink Rabbit by Judith Kerr</li> <li>● Jewish Authors including (Judith Kerr, Judy Blume, Louis Sacher, Francesca Simon, and more)</li> </ul> <p>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</p>	<ul style="list-style-type: none"> <li>● 1,2,3: A Family Counting Book by Bonnie Combs</li> <li>● 10,000 Dresses by Marcus Ewert</li> <li>● And Tango Makes Three by Justin Richardson and Peter Parnell</li> <li>● Best Best Colors: Los Mejores Colores by Eric Hoffman</li> <li>● Call Me Tree/Llamame arbol by Maya Christina Gonzalez</li> <li>● This Day in June by Gayle E. Pitman</li> <li>● Families by Susan Kuklin</li> </ul> <p>During the World Language unit, students will learn about how every culture has different and unique family upbringings and cultural traditions.</p>	<p>but not limited to:</p> <ul style="list-style-type: none"> <li>● Hot Pot Night by Vincent Chen</li> <li>● Eyes That Kiss in the Corners by Joanna Ho</li> <li>● Natsumi by Susan Lendroth</li> <li>● Gibberish by Young Vo</li> <li>● Friends are Friends Forever by Dane Liu</li> <li>● Ten Blocks to the Big Wok: A Chinatown Counting Book by Ying-Hwa Hu</li> <li>● ‘Ohana Means Family by Llima Loomis</li> <li>● Bilal Cooks Daal by Aisha Saeed</li> <li>● The Katha Chest by Radhiah Chowhurdy</li> <li>● Priya Dreams of Marigolds and Masala by Meenal Patel</li> </ul> <p>In addition, students will learn about various cultures throughout the year and be</p>
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