

Swedesboro-Woolwich School District's Cultural Literacy Curriculum Guidance Document

GRADE 2 – Unit 2 NonFiction vs. Fiction Texts

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

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.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

Life Literacies and Key Skills Standards:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 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
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 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

ELA Standards:

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- 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.
- 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.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. opportunity to integrate climate change education.
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.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.
- SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

World Language Standards

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 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.3: Imitate a few culturally authentic gestures when greeting others and during leave takings

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	Critical Knowledge & Skills	Possible Resources & Activities	Major Activities/Assignments
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<p>Unit 2 = 13 Days</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● I can understand the basic organizational pattern of the library ● I can demonstrate proper library citizenship ● I can locate parts of a book ● I can demonstrate digital tools to search and locate titles in the library ● I can explain the difference between the author and illustrator. ● I can determine the difference between selections of fiction and non-fiction. ● I can identify characters, setting, and the plot of a story and make connections from my personal life with them. ● I can ask questions that spark my curiosity and make me want to research more. <p>Essential Questions</p> <ul style="list-style-type: none"> ● Why do we read nonfiction texts? ● How does reading nonfiction text help us understand our world? ● How do text features help us better understand what we are reading? ● How do parts of a nonfiction book help a reader locate information quickly? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Nonfiction texts have specific features that aid in understanding. ● Nonfiction texts provide tools to help the reader locate information quickly. ● Reference and Research skills have real-world applications that enhance students' ability to locate information efficiently and effectively for multiple purposes. 	<ul style="list-style-type: none"> ● Displays and posters for active listening. ● Shelf Markers ● Whole group Read Alouds with selections such as: <ul style="list-style-type: none"> ○ 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 	<p>Embedded through possible resources as listed above but specifically read alouds, partner work, crafts to accompany books and research</p> <ul style="list-style-type: none"> ● Whole group discussion of the differences in fiction & non fiction texts ● Examine headings, bold print, and italic print ● Match image of the type of print to name ● Seek and find examples of print text features ● Define the purpose of the day's highlighted text feature ● Compare and contrast nonfiction vs fiction text structures ● Match image/name of print to description ● Seek and find examples of print text features ● Utilize different parts of a book to find information quickly. ● Discuss words in Spanish
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		<ul style="list-style-type: none"> • ELL Resources <ul style="list-style-type: none"> ○ Display words in native languages around the library ○ Show videos with conversational library skills in native language ○ Incorporate books and discussions about cultural traditions and holidays ○ Teach digital literacy skills – including how to navigate online resources for language learning 	
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Cross-Curricular Connections Specific to Cultural Literacy						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u> (Required in Social Studies Curriculum)	<u>Holocaust Law</u> (Required in Social Studies Curriculum)	<u>LGBT Law</u> (For Social Studies, Science, or ELA)	<u>Asian Pacific Islander</u> (inclusion of texts)
<p><i>Review basic words and phrases in Spanish for things such as the alphabet, numbers, days of the week, seasons, etc.</i></p> <p><i>Practice physical actions or hand gestures to simple oral directions.</i></p> <p><i>Discuss holidays around the world in December.</i></p> <p><i>Introduce different cultures around the world and their heritage through books. For example Halloween, Chinese</i></p>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</i></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</p>	<p><i>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.</i></p> <p><i>Math Standards Connected to Climate Change:</i></p> <ul style="list-style-type: none"> • 2.OA.A.1 • 2.M.B.5 • 2.DL.B.4 <p><i>ELA Standards Connected to Climate Change:</i></p> <ul style="list-style-type: none"> • RI.MF.2.6 • W.IW.2.2 • SL.PE.2.1 	<p><i>Students may check out or research books and authors of African American cultures including, but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Sulwe by Lupita Nyong'o</i> • <i>Hair Love by Matthew A. Cherry</i> • <i>Ruby Bridges Goes to School: My True Story by Ruby Bridges</i> • <i>Dancing in the Wings by Debbie Allen</i> • <i>Rosa by Nikki Giovanni</i> • <i>He's Got the Whole World in</i> 	<p><i>Students may check out or research books and authors of Jewish cultures including, but not limited to:</i></p> <ul style="list-style-type: none"> • <i>The Tree in the Courtyard: Looking Through Anne Frank's Window by Jeff Gottesfeld</i> • <i>I Will Come Back For You: A Family in Hiding During World War II by Marisabina Russo</i> • <i>Hanna's Suitcase: The Quest to Solve the Holocaust Mystery by Karen Levine</i> • <i>I Am A Star by Inge Auerbacher</i> 	<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>1,2,3: A Family Counting Book by Bonnie Combs</i> • <i>10,000 Dresses by Marcus Ewert</i> • <i>And Tango Makes Three by Justin Richardson and Peter Parnell</i> • <i>Best Best Colors: Los Mejores Colores by Eric Hoffman</i> • <i>Call Me</i> 	<p><i>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, but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Hot Pot Night by Vincent Chen</i> • <i>Eyes That Kiss in the Corners by Joanna Ho</i> • <i>Natsumi by Susan Lendroth</i> • <i>Gibberish by Young Vo</i> • <i>Friends are Friends Forever by Dane Liu</i> • <i>Ten Blocks to the Big Wok: A</i>

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<p><i>New Year, etc.</i></p> <p><i>Utilize Duolingo</i></p>	<p><i>to other individuals, places, information, and ideas through a network.</i></p> <p><i>8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.</i></p>		<p><i>His Hands by Kadir Nelson</i></p> <ul style="list-style-type: none"> <i>Aunt Harriet's Underground Railroad in the Sky by Faith Ringold</i> <i>Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly</i> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>	<ul style="list-style-type: none"> <i>When Hitler Stole Pink Rabbit by Judith Kerr</i> <i>Jewish Authors including (Judith Kerr, Judy Blume, Louis Sacher, Francesca Simon, and more)</i> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>	<p><i>Tree/Llamame arbol by Maya Christina Gonzalez</i></p> <ul style="list-style-type: none"> <i>This Day in June by Gayle E. Pitman</i> <i>Families by Susan Kuklin</i> <p><i>During the World Language unit, students will learn about how every culture has different and unique family upbringings and cultural traditions.</i></p>	<p><i>Chinatown Counting Book by Ying-Hwa Hu</i></p> <ul style="list-style-type: none"> <i>'Ohana Means Family by Llima Loomis</i> <i>Bilal Cooks Daal by Aisha Saeed</i> <i>The Katha Chest by Radhiah Chowhurdy</i> <i>Priya Dreams of Marigolds and Masala by Meenal Patel</i> <p><i>In addition, students will learn about various cultures throughout the year and be exposed to language, holidays, and many more.</i></p>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)