

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 1: Be a Super Citizen

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

Doing the right thing, telling the truth, respecting the needs of others, and being kind are all characteristics of good citizens. These principles can be simple to put into practice, but people sometimes ignore them. In this module, children will listen to and read about characters and real people who illustrate what it means to be a good citizen. They will also learn how being a good citizen makes a difference at home, at school, and in the community.

Essential Question: How can being a good citizen make a difference to others?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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).

L.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.

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.

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

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.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 1 Week 1: Clark the Shark	<p>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).</p> <p>L.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.</p> <p>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.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about what it means to be a good citizen when reading ● Identify features of a personal narrative. ● Recognize the central idea and supporting evidence. ● Identify features of a fantasy. ● Generate questions before, during, and after reading. ● Describe the importance of the setting. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz: Clark the Shark ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Central Idea, Setting ○ Generative Vocabulary: Words That 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: We Are Super Citizens ○ Read Aloud: Meet the Dogs of Bedlam Farm ○ myeBook: Clark the Shark <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft Essential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book ○ Instructional Cards Kit ○ Knowledge Maps ○ BookStix ○ Know It, Show It Books ○ Articulation Videos <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

		<p>Describe Actions</p> <ul style="list-style-type: none"> ○ Vocabulary Strategy: Antonyms 	<ul style="list-style-type: none"> ○ Collaborative Discussion ○ Close Reading
<p>Module 1 Week 1:</p> <p>Clark the Shark</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Take and Teach Lessons: HMH Readers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons ○ Designated ELD Lessons ○ Foundational Skills and Word Study Studio ○ Waggle <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Investigate Citizenship. 		
<p>Module 1 Week 2:</p> <p>The Great Puppy Invasion/ Being a Good Citizen</p>	<p>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).</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about understanding the importance of making connections with others to impact a community when reading ● Identify features of a fantasy. ● Monitor comprehension and make adjustments to clarify. ● Identify and discuss the author's purpose. ● Identify features of an informational text. ● Summarize by retelling or paraphrasing in ways that maintain meaning and logical order, and 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: The Great Puppy Invasion ○ Read Aloud: The William Hoy Story ○ myeBook: Being a Good Citizen <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft Essential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book ○ Instructional Cards Kit ○ Knowledge Maps ○ BookStix ○ Know It, Show It Books ○ Articulation Videos <p><u>Activities:</u></p>

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

		<p>include the central idea and relevant details.</p> <ul style="list-style-type: none"> Identify and discuss author's purpose. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quizzes: <ul style="list-style-type: none"> The Great Puppy Invasion Being a Good Citizen Weekly Assessment <ul style="list-style-type: none"> Comprehension: Author's Purpose 	<ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 1 Week 2:</p> <p>The Great Puppy Invasion/ Being a Good Citizen</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Tabletop Mini Lessons: Reading Take and Teach Lessons: HMH Readers Read and Respond Journal HMH Readers/Take & Teach Lessons Designated ELD Lessons Foundational Skills and Word Study Studio Waggle <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Literacy Centers Guided Reading Groups English Learner Support Reinforce skill with practice worksheets Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Investigate Citizenship. 		
<p>Module 1 Week 3:</p> <p>Picture Day Perfection/ Get Involved: Be Awesome!</p>	<p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>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).</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about understanding the importance of classroom communities when reading Identify features of realistic fiction. Create mental images to deepen 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myeBook: Picture Day Perfection Read Aloud: Violet the Pilot myeBook: Get Involved: Be Awesome! <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft Essential Session HMH Anchor Charts HMH Reading Graphic Organizers

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

		<p>understanding.</p> <ul style="list-style-type: none"> Analyze the internal traits, external traits, and perspectives of characters. Identify features of a video. Recognize the topic, central idea, and supporting evidence. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Picture Day Perfection Module Assessment 	<ul style="list-style-type: none"> Teaching Pal Book Instructional Cards Kit Knowledge Maps BookStix Know It, Show It Books Articulation Videos <p><u>Activities:</u></p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 1</p> <p>Week 3:</p> <p>Picture Day Perfection/ Get Involved: Be Awesome!</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Tabletop Mini Lessons: Reading Take and Teach Lessons: HMH Readers Read and Respond Journal HMH Readers/Take & Teach Lessons Designated ELD Lessons Foundational Skills and Word Study Studio Waggle <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Literacy Centers Guided Reading Groups English Learner Support Reinforce skill with practice worksheets Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Investigate Citizenship. 		

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements