

## Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

### GRADE 2– Module 3: Meet in the Middle

#### 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

Disagreements can stress relationships. Sometimes when we disagree, we can find a solution that works for everyone. Other times, we may continue to disagree. How do we find a way to still get along? In this module, children will learn ways to listen to each other and work out disagreements. Through reading and collaboration, children will learn to see different points of view. Then they will be able to understand why people may disagree at times and why sometimes that is okay!

Essential Question: How can people work out disagreements?

#### Standards Covered in Current Unit/Module

#### Related Standards and Learning Goals

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.

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.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) .

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- RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module Week 1:</b>  <b>Big Red Lollipop</b>	<p>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.</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>RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Identify features of informational texts.</li> <li>Recognize the central idea and supporting evidence.</li> <li>Identify features of realistic fiction.</li> <li>Monitor comprehension and make adjustments to clarify.</li> <li>Experience a text with a first-person narrator and recognize the narrator's point of view.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Selection Quiz:               <ul style="list-style-type: none"> <li>Big Red Lollipop</li> </ul> </li> <li>Weekly Assessment               <ul style="list-style-type: none"> <li>Comprehension: Central Idea, Point of View</li> <li>Generative Vocabulary: Prefixes un- and re-</li> <li>Vocabulary Strategy: Context Clues</li> </ul> </li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>myeBook: Meet Me Halfway</li> <li>Read Aloud: Mango, Abuela, and Me</li> <li>myeBook: Big Red Lollipop</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>Whole-Class Presentation: HMH Classcraft Essential Session</li> <li>HMH Anchor Charts</li> <li>HMH Reading Graphic Organizers</li> <li>Teaching Pal Book</li> <li>Instructional Cards Kit</li> <li>Knowledge Maps</li> <li>BookStix</li> <li>Know It, Show It Books</li> <li>Articulation Videos</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Read for Understanding</li> <li>Turn and Talk</li> <li>Collaborative Discussion</li> <li>Close Reading</li> </ul>

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<p><b>Module Week 1:</b></p> <p><b>Big Red Lollipop</b></p>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons: Reading</li> <li>○ Take and Teach Lessons:HMH Readers</li> <li>○ Read and Respond Journal</li> <li>○ HMH Readers/Take &amp; Teach Lessons</li> <li>○ Designated ELD Lessons</li> <li>○ Foundational Skills and Word Study Studio</li> <li>○ Waggle</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Conflict Resolution PSA.</li> </ul>		
<p><b>Module 3 Week 2:</b></p> <p><b>Working with Others/ Gingerbread for Liberty!</b></p>	<p>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) .</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.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify characteristics of informational texts.</li> <li>● Make and confirm predictions.</li> <li>● Recognize the central idea and supporting evidence.</li> <li>● Identify features of a biography.</li> <li>● Synthesize information in a text.</li> <li>● Recognize organizational patterns and discuss how text structure contributes to author's purpose.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: <ul style="list-style-type: none"> <li>○ Working with Others;</li> <li>○ Gingerbread for Liberty!</li> </ul> </li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>○ myeBook: Working with Others</li> <li>○ Read Aloud: Three Hens and a Peacock</li> <li>○ myeBook: Gingerbread for Liberty!</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>○ Whole-Class Presentation:HMH ClasscraftEssential Session</li> <li>○ HMH Anchor Charts</li> <li>○ HMH Reading Graphic Organizers</li> <li>○ Teaching Pal Book</li> <li>○ Instructional Cards Kit</li> <li>○ Knowledge Maps</li> <li>○ BookStix</li> <li>○ Know It, Show It Books</li> <li>○ Articulation Videos</li> </ul> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Read for Understanding</li> </ul>

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		<ul style="list-style-type: none"> <li>• Weekly Assessment                             <ul style="list-style-type: none"> <li>◦ Comprehension: Central Idea, Text Organization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◦ Turn and Talk</li> <li>◦ Collaborative Discussion</li> <li>◦ Close Reading</li> </ul>
<b>Module 3</b> <b>Week 2:</b>  <b>Working with Others/ Gingerbread for Liberty!</b>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>◦ Tabletop Mini Lessons: Reading</li> <li>◦ Take and Teach Lessons: HMH Readers</li> <li>◦ Read and Respond Journal</li> <li>◦ HMH Readers/ Take &amp; Teach Lessons</li> <li>◦ Designated ELD Lessons</li> <li>◦ Foundational Skills and Word Study Studio</li> <li>◦ Waggle</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>◦ Literacy Centers</li> <li>◦ Guided Reading Groups</li> <li>◦ English Learner Support</li> <li>◦ Reinforce skill with practice worksheets</li> <li>◦ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Conflict Resolution PSA.</li> </ul>		
<b>Module 3</b> <b>Week 3:</b>  <b>Pepita and the Bully/ Be a Hero! Work It Out!</b>	<p>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) .</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><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Identify features of realistic fiction.</li> <li>• Retell or paraphrase texts in ways that maintain meaning and logical order.</li> <li>• Discuss, determine, and explain the theme using text evidence.</li> <li>• Identify features of infographic text.</li> <li>• Explain an author's purpose for writing an infographic.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>◦ myeBook: Pepita and the Bully</li> <li>◦ Read Aloud: Serious Farm</li> <li>◦ myeBook: Be a Hero! Work It Out!</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>◦ Whole-Class Presentation: HMH Classcraft Essential Session</li> <li>◦ HMH Anchor Charts</li> <li>◦ HMH Reading Graphic Organizers</li> <li>◦ Teaching Pal Book</li> <li>◦ Instructional Cards Kit</li> <li>◦ Knowledge Maps</li> <li>◦ BookStix</li> <li>◦ Know It, Show It Books</li> <li>◦ Articulation Videos</li> </ul>

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		<ul style="list-style-type: none"> <li>● Selection Quiz: <ul style="list-style-type: none"> <li>○ Pepita and the Bully</li> </ul> </li> <li>● Module Assessment</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Read for Understanding</li> <li>○ Turn and Talk</li> <li>○ Collaborative Discussion</li> <li>○ Close Reading</li> </ul>
<p><b>Module 3</b></p> <p><b>Week 3:</b></p> <p><b>Pepita and the Bully/ Be a Hero! Work It Out!</b></p>	<p><b>Small Group/Differentiation – Materials – Small Group/Differentiation</b></p> <ul style="list-style-type: none"> <li>○ Tabletop Mini Lessons: Reading</li> <li>○ Take and Teach Lessons: HMH Readers</li> <li>○ Read and Respond Journal</li> <li>○ HMH Readers/ Take &amp; Teach Lessons</li> <li>○ Designated ELD Lessons</li> <li>○ Foundational Skills and Word Study Studio</li> <li>○ Waggle</li> </ul> <p><b>Small Group/Differentiation – Activities</b></p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Conflict Resolution PSA.</li> </ul>		

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

ELA Enduring Understanding Statements