

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

### GRADE 2– Module 4: Once Upon a Time

#### 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

In this module, children will experience traditional and contemporary stories. Some of these stories may be familiar to children but have a new, interesting twist! Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters. Just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the characters' actions.

Essential Question: What lessons can we learn from the characters in stories?

#### 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.

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.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

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

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 4</b> <b>Week 1:</b> <b>How to Read a Story</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>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>RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</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 characteristics of a recipe.</li> <li>Recognize organizational patterns of text and how they contribute to the author's purpose.</li> <li>Identify features of an informational text.</li> <li>Make inferences and use evidence from the text.</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>How to Read a Story</li> </ul> </li> <li>Weekly Assessment <ul style="list-style-type: none"> <li>Comprehension: Text Organization</li> <li>Generative Vocabulary: Suffixes -ful, -less</li> <li>Vocabulary Strategy: Multiple-Meaning Words</li> </ul> </li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>myeBook: Recipe for a Fairy Tale</li> <li>Read Aloud: Goldilocks and the Three Dinosaurs</li> <li>myeBook: How to Read a Story</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 4</b> <b>Week 1:</b></p> <p><b>How to Read a Story</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: Traditional Tales: Lessons and Mistakes.</li> </ul>		
<p><b>Module 4</b> <b>Week 2:</b></p> <p><b>A Crow, a Lion, and a Mouse! Oh, My!/ Hollywood Chicken</b></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>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Identify and discuss elements of drama.</li> <li>● Create mental images to deepen understanding</li> <li>● Identify features of a fantasy.</li> <li>● Make and confirm predictions.</li> <li>● Identify and discuss the use of figurative language.</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>○ A Crow, a Lion, and a Mouse! Oh, My!;</li> <li>○ Hollywood Chicken</li> </ul> </li> <li>● Weekly Assessment <ul style="list-style-type: none"> <li>○ Comprehension: Elements of Drama, Figurative Language</li> </ul> </li> </ul>	<p><b><u>Texts</u></b></p> <ul style="list-style-type: none"> <li>○ myeBook: A Crow, a Lion, and a Mouse! Oh, My!</li> <li>○ Read Aloud: Rabbit's Snow Dance</li> <li>○ myeBook: Hollywood Chicken</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>

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<b>Module 4 Week 2:</b>  <b>A Crow, a Lion, and a Mouse! Oh, My!/ Hollywood Chicken</b>	<b>Small Group/Differentiation – Materials – Small Group/Differentiation</b> <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> <b>Small Group/Differentiation – Activities</b> <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: Traditional Tales: Lessons and Mistakes.</li> </ul>		
<b>Module 4 Week 3:</b>  <b>If the Shoe Fits: Two Cinderella Stories/ Those Clever Crows</b>	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.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<b>Obj. We are learning to:</b> <ul style="list-style-type: none"> <li>● Identify features of fairy tales.</li> <li>● Make and describe connections to experiences, texts, and society.</li> <li>● Describe and understand plot elements in a story.</li> <li>● Identify features of a video.</li> <li>● Recognize cause-and-effect organizational</li> </ul>	<b><u>Texts</u></b> <ul style="list-style-type: none"> <li>○ myeBook: If the Shoe Fits: Two Cinderella Stories</li> <li>○ Read Aloud: A Perfect Season for Dreaming</li> <li>○ myeBook: Those Clever Crows</li> </ul> <b><u>Materials</u></b> <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> </ul>

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		<p>patterns.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz: <ul style="list-style-type: none"> <li>○ If the Shoe Fits: Two Cinderella Stories</li> </ul> </li> <li>● Module Assessment</li> </ul>	<ul style="list-style-type: none"> <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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Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements