

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 5: Lead the Way

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

The principal of a school, the mayor of a town or city, and the owner of a local business have at least one thing in common—they all are leaders in the community. But what makes these people good leaders?

In this module, children will read stories and texts that will help them identify the qualities many good leaders possess. They can learn to recognize these qualities in themselves so they can work to become good leaders in the classroom and in their school.

Essential Question: What are the qualities of a good leader?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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

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.

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

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).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

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

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 5 Week 1: Going Places	<p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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.</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify features of an opinion article. State what the author is trying to persuade the reader to think, and distinguish fact from opinion. Identify features of a fantasy. Generate questions before, during, and after reading, and use text evidence to support responses. Describe and analyze internal and external character traits. <p>Suggested Formative Assessment(s):</p>	<p><u>Texts</u></p> <ul style="list-style-type: none"> myeBook: What's Good to Read? Book Reviews for Kidsby Kids! Read Aloud: Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman myeBook: Going Place <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH ClasscraftEssential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book Instructional Cards Kit Knowledge Maps BookStix Know It, Show It Books Articulation Videos

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		<ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ Going Places • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Ideas and Support, Characters 	<u>Activities:</u> <ul style="list-style-type: none"> ◦ Think-Pair-Share ◦ Read for Understanding ◦ Turn and Talk ◦ Collaborative Discussion ◦ Close Reading
Module 2 Week 1: Dear Primo: A Letter to My Cousin	Small Group/Differentiation – Materials – Small Group/Differentiation <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 Small Group/Differentiation – Activities <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: Organize Character Campaigns 		
Module 5 Week 2: Wilma Rudolph: Against All Odds/ Great Leaders	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). RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.	Obj. We are learning to: <ul style="list-style-type: none"> • Identify characteristics of biographies. • Summarize a text by including the central idea and relevant details. • Discuss how authors use print features and graphics. • Identify characteristics of biographies. Suggested Formative Assessment(s): <ul style="list-style-type: none"> • Selection Quiz: 	<u>Texts</u> <ul style="list-style-type: none"> ◦ myeBook: Wilma Rudolph: Against All Odds ◦ Read Aloud: My Dream Playground ◦ myeBook: Great Leaders <u>Materials</u> <ul style="list-style-type: none"> ◦ Whole-Class Presentation:HMH ClasscraftEssential Session ◦ HMH Anchor Charts ◦ HMH Reading Graphic Organizers ◦ Teaching Pal Book ◦ Instructional Cards Kit ◦ Knowledge Maps

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		<ul style="list-style-type: none"> ○ Wilma Rudolph: Against All Odds; ○ Great Leaders ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Text Features; Ideas and Support 	<ul style="list-style-type: none"> ○ BookStix ○ Know It, Show It Books ○ Articulation Videos <p>Activities:</p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
Module 5 Week 2: Wilma Rudolph: Against All Odds/ Great Leader	<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: Organize Character Campaigns. 		
Module 5 Week 3: Who Are Government's Leaders?/ Thomas Edison and the Light Bulb	<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.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify features of informational texts. ● Summarize by retelling or paraphrasing in ways that maintain meaning and logical order. ● Use context to determine the meaning 	<p>Texts</p> <ul style="list-style-type: none"> ○ myeBook: Who Are Government's Leaders? ○ Read Aloud: Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions ○ myeBook: Thomas Edison and the Light Bulb <p>Materials</p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session

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	<p>reading and content, choosing flexibly from an array of strategies.</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>of unfamiliar words.</p> <ul style="list-style-type: none"> Identify features of a video. Recognize organizational patterns, such as chronological order. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Who Are Government's Leaders? Module Assessment 	<ul style="list-style-type: none"> HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book Instructional Cards Kit Knowledge Maps BookStix Know It, Show It Books Articulation Videos <p>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 5</p> <p>Week 3:</p> <p>Who Are Government's Leaders?/ Thomas Edison and the Light Bulb</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: Organize Character Campaigns 		

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

ELA Enduring Understanding Statements