

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 7: Everyone has a Story

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 read and listen to stories about important people. These stories will help children recognize that people's lives are shaped and molded by their experiences. Children will learn that every person has a story—and it may be a very fascinating one. In many cases, the stories in this module describes events that are very similar to the experiences that the children have had. Children may be inspired after reading how closely the story of a very important person resembles their own!

Essential Question: How do our experiences shape our lives?

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.

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

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.

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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.

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

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) .

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.

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.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 7 Week 1: I Am Helen Keller	<p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</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.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.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify features of a biography. Identify and explain what the author is trying to persuade the reader to think or do, and distinguish facts from opinions. Identify features of a biography. Synthesize information in a text. Discuss the author's use of text features to help readers locate and gain information <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myeBook: Get to Know Biographies Read Aloud: Miss Moore Thought Otherwise myeBook: I Am Helen Keller <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"> ○ I Am Helen Keller ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Ideas and Support; Text Features ○ Vocabulary Strategy: Shades of Meaning 	Activities: <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
Module 7 Week 1: I Am Helen Keller	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: What's in Your Autobiography? 		
Module 7 Week 2: How to Make a Timeline/ The Stories He Tells: The Story of Joseph Bruchac	<p>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.</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>	Obj. We are learning to: <ul style="list-style-type: none"> ● Identify features of a procedural text. ● Monitor comprehension of a text and make adjustments to clarify. ● Recognize organizational patterns and discuss how text structure contributes to author's purpose. ● Identify features of a biography. ● Make inferences and use evidence to support 	Texts <ul style="list-style-type: none"> ○ myeBook: How to Make a Timeline ○ Read Aloud: The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks ○ myeBook: The Stories He Tells: The Story of Joseph Bruchac Materials <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers

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		<p>understanding.</p> <ul style="list-style-type: none"> Identify and explain an author's purpose for writing a text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quizzes: <ul style="list-style-type: none"> How to Make a Timeline; The Stories He Tells: The Story of Joseph Bruchac Weekly Assessment <ul style="list-style-type: none"> Comprehension: Text Organization; Make Inferences 	<ul style="list-style-type: none"> 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 7 Week 2:</p> <p>How to Make a Timeline/ The Stories He Tells: The Story of Joseph Bruchac</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: What's in Your Autobiography? 		
<p>Module 7 Week 3:</p> <p>Drum Dream Girl/ Roberto Clemente</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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify features of poetry. Create mental images to deepen understanding. 	<p>Texts</p> <ul style="list-style-type: none"> myeBook: Drum Dream Girl Read Aloud: Molly, by Golly!: The Legend of Molly Williams, America's First Female Firefighter myeBook: Roberto Clemente

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	<p>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.</p> <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>	<ul style="list-style-type: none"> Describe the importance of the setting. Identify features of a video. Identify and explain what the author is trying to persuade the reader to think and do, and distinguish fact from opinion. Recognize characteristics of multimodal/digital texts. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> Drum Dream Girl Module Assessment 	<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 <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 7 Week 3:</p> <p>Drum Dream Girl/ Roberto Clemente</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: What's in Your Autobiography? 		

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

ELA Enduring Understanding Statements