

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 11: Genre Study: Non Fiction

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, students will listen to, read, and view a variety of nonfiction texts.

Essential Questions:

Week 1: Focus on Biography

What are the characteristics of a biography?

Week 2: Focus on Opinion Writing

What are the characteristics of opinion writing?

Week 3: Focus on Informational Text

What are the characteristics of informational text?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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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.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 11 Week 1: Genre Study: Biography	<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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Recognize and describe the characteristics of biography. Analyze texts for characteristics of biography. Determine the author's purpose for using specific genre features. Recognize the central idea and relevant supporting details in a text, using the genre and text evidence. Analyze a text's organization. Determine the author's purpose for using chronological order as a form of text organization. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Comprehension: Central Idea; Text Organization 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myeBook: I Am Helen Keller myeBook: Gingerbread for Liberty! myeBook: The Stories He Tells: The Story of Joseph Bruchac myeBook: Wilma Rudolph: Against All Odds Read Aloud: Trombone Shorty <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

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			<ul style="list-style-type: none"> ○ Collaborative Discussion ○ Close Reading
Module 11 Week 1: Genre Study: Biography	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 ○ End of Year Activities – Students work in groups to guide them as they begin the module project: Illustrated Timeline 		
Module 11 Week 2: Genre Study: Opinion Writing	<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.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"> ● Determine the author's purpose for writing a text ● Explain reasons, facts, and other information an author uses to support an opinion. ● Discuss how reasons and examples support the author's purpose. ● Synthesize knowledge about opinion writing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Author's Purpose; Ideas and Support 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: Great Leaders ○ myeBook: Get to Know Biographies ○ myeBook: The Best Habitat for Me ○ myeBook: What's Good to Read? Book Reviews for Kids by Kids! <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

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			<u>Activities:</u> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading
Module 11 Week 2: Genre Study: Opinion Writing	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 ○ End of Year Activities – Students work in groups to guide them as they begin the module project: Create a Slide Show 		
Module 11 Week 3: Genre Study: Informational Texts	<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.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</p>	Obj. We are learning to: <ul style="list-style-type: none"> ● Recognize and describe the characteristics of informational text. ● Analyze texts for characteristics of informational text. ● Determine the author's purpose for using specific genre features. ● Recognize the central idea and relevant 	<u>Texts</u> <ul style="list-style-type: none"> ○ myeBook: See Otter Pups ○ myeBook: Many Kinds of Matter ○ myeBook: Get Ready for Weather ○ myeBook: How to Read a Story ○ myeBook: Experiment with What a Plant Needs to Grow <u>Materials</u> <ul style="list-style-type: none"> ○ Whole-Class Presentation: HMH Classcraft Essential Session ○ HMH Anchor Charts

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	<p>menus, icons) to locate key facts or information.</p>	<p>supporting details in a text.</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Module Assessment 	<ul style="list-style-type: none"> ○ 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 11</p> <p>Week 3:</p> <p>Genre Study: Informational Texts</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 ○ End of Year Activities – Students work in groups to guide them as they begin the module project: Make an Accordion Fact Book 		

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

ELA Enduring Understanding Statements