

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 2– Module 12: Genre Study Literary Texts

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 literary texts.

Essential Questions:

Week 1: Focus on Realistic Fiction

What are the characteristics of realistic fiction?

Week 2: Focus on Fantasy

What are the characteristics of fantasy?

Week 3: Focus on Poetry

What are the characteristics of poetry?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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

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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.

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.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 |
|---|--|---|---|
| Module 12 Week 1: Genre Study: Realistic Fiction | <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>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>Obj. We are learning to:</p> <ul style="list-style-type: none"> Recognize and describe the characteristics of realistic fiction. Analyze texts for characteristics of realistic fiction. Determine the author's purpose for using specific genre features. Identify and analyze characters in realistic fiction. Describe the internal and external traits of characters, including a character's perspective. Recognize and describe plot elements in a story. Determine the author's purpose for using | <p><u>Texts</u></p> <ul style="list-style-type: none"> Read Aloud: My Dream Playground myeBook: Where on Earth Is My Bagel? myeBook: Pepita and the Bully myeBook: Picture Day Perfection myeBook: Big Red Lollipop <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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| | | elements of story structure. Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Comprehension: Characters, Story Structure | Activities: <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading |
| Module 12 Week 1: Genre Study: Realistic Fiction | 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: Write an Email to a Favorite Character. | | |
| Module 12 Week 2: Genre Study Fantasy | RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text. 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. RL.MF.2.6. With prompting and support, use information gained from the illustrations and words | Obj. We are learning to: <ul style="list-style-type: none"> Recognize and describe the characteristics of fantasy. Analyze texts for characteristics of fantasy. Determine the author's purpose for using specific genre features. Identify and analyze setting in a fantasy text Suggested Formative Assessment(s): <ul style="list-style-type: none"> Weekly Assessment <ul style="list-style-type: none"> Comprehension: Setting, Theme | Texts <ul style="list-style-type: none"> Read Aloud: Three Hens and a Peacock myeBook: Clark the Shark myeBook: Hollywood Chicken myeBook: The Great Puppy Invasion myeBook: The Great Fuzz Frenzy Materials <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 |

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| | in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | <ul style="list-style-type: none"> ○ 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 |
| Module 12 Week 2: Genre Study Fantasy | <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: Design a Bookmark. | | |
| Module 12 Week 3: Genre Study Poetry | <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>RL.TS.2.4. Describe the overall structure of a text, including</p> | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Recognize and describe the characteristics of poetry. ● Analyze texts for characteristics of poetry. ● Determine the author's purpose for using | <p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myeBook: At Home in the Wild ○ myeBook: Whatever the Weather ○ myeBook: Water Rolls, Water Rises ○ myeBook: Drum Dream Girl ○ myeBook: Poems in the Attic |

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| | <p>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>specific genre features.</p> <ul style="list-style-type: none"> • Mark rhyme scheme and recognize rhyme scheme notation. • Discuss author's purpose for using various elements of poetry. • Identify and explain the use of figurative language, including alliteration, in a poem. • Discuss author's purpose for using figurative language in poetry. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • 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 12</p> <p>Week 3:</p> <p>Genre Study</p> <p>Poetry</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: Create a Collage for Your Favorite Animal. | | |

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

ELA Enduring Understanding Statements