

GRADE 2 – Module 9: Home Sweet Habitat

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

This research report writing module guides students through the process of gathering and presenting factual information on a topic of interest. It begins with the introduction of a focal research text, vocabulary development, and prewriting activities that help students understand the purpose and structure of research writing. Grammar instruction focuses on forming and using contractions appropriately, such as contractions with not and pronouns, while also reviewing adjectives and articles to support precise and informative writing.

As students progress, they select a research topic, gather facts, and begin organizing their information into a well-structured report. Drafting and revision lessons focus on integrating compound sentences and refining sentence structure for clarity and flow. Grammar instruction expands to include adverbs that tell how, when, and where, as well as how to distinguish and use adjectives and adverbs effectively. In the final stages, students proofread with peers, publish their reports, and share them with others. The module ends with a focus on forming and using possessive nouns correctly, reinforcing the grammar skills needed to write clear, informative research reports.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

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.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

L.WF.2.1. Demonstrate command of the conventions of writing.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Writing: Research Report Grammar: Contractions	W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.	Obj. We are learning to: <ul style="list-style-type: none"> • Listen actively, ask and answer questions, and share information. • Discuss research and how to create a research plan. • Use apostrophes to form contractions for verbs with not. • Make predictions. • Use text features to gather information. • Discuss research, sources, and citing sources. 	<u>Writing Focal Text</u> <ul style="list-style-type: none"> ◦ The Great Kapok Tree <u>Materials</u> <ul style="list-style-type: none"> ◦ Whole-Class Presentation: HMH Classcraft™™ Essential Session ◦ Anchor Chart W5: Steps for My Research Plan ◦ Display and Engage: Research Report ◦ Focal Text: The Great Kapok Tree: A Tale of

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	<p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</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"> ● Build topic-specific vocabulary. ● Use apostrophes to form contractions with pronouns. ● Read informational text with purpose and understanding. ● Ask and answer questions using the text for support. ● Use text features to explain the text or a word. ● Build a topic-specific vocabulary. ● Use apostrophes to form contractions ● Identify topic-specific vocabulary and descriptive language. ● Acquire vocabulary. ● Review articles and adjectives that describe how things look, feel, sound, taste, and smell ● Review the steps for following a research plan. ● Understand features of informative writing. ● Use background knowledge to brainstorm ideas on a topic. ● Use multiple prewriting strategies to plan writing. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Grammar: Daily Writes ● Writing Prompt: Daily Focus Prompt/ Engage and Write ● Teacher Observation/Conferences 	<p>the Amazon Rainforest</p> <ul style="list-style-type: none"> ○ myBook, Book 3: ○ Classroom Materials: notebook
<p>Week 2</p> <p>Writing: Research Report</p> <p>Grammar: Types of Adverbs</p>	<p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Understand features of informative writing. ● Identify a topic for an informational report. ● Set goals for writing. ● Identify and use adverbs that tell how ● Develop an idea with specific and relevant details. ● Develop a research plan. ● Conduct research for writing. ● Identify and use adverbs that tell when and 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ The Great Kapok Tree <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Anchor Chart W5: Steps for My Research Plan ○ Display and Engage: Research Report ○ Know It, Show It, Book 2:

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	<p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p>	<p>where</p> <ul style="list-style-type: none"> • Demonstrate understanding of information gathered by organizing content. • Add details to informational text. • Cite sources. • Identify adjectives and adverbs • Develop a draft into a focused piece. • Organize facts. • State facts in children's own words. • Review adjectives that tell how many, and when to use adjectives with –er and –est. • Use conjunctions to create compound sentences. • Rewrite by rearranging for clarity. • Revise for kinds of sentences, including compound sentences. • Choose adverbs that tell how, when, and where. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Grammar: Daily Writes • Writing Prompt: Daily Focus Prompt/ Engage and Write • Teacher Observation/Conferences 	<ul style="list-style-type: none"> ○ Focal Text: The Great Kapok Tree: A Tale of the Amazon Rain Forest ○ myBook, Book 3: ○ Classroom Materials: notebook
<p>Week 3</p> <p>Writing: Research Report</p> <p>Grammar: Possessive Nouns</p>	<p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Listen actively. • Work collaboratively. • Incorporate feedback. • Continue to revise a draft. • Identify how to use apostrophes to form possessives. • Edit for subject-verb agreement. • Review for complete sentences. • Use apostrophes to form possessives with nouns that name more than one. • Proofread for proper mechanics, including capitalization of the first word in a sentence, punctuation at the end of a sentence, and verb 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ The Great Kapok Tree <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Anchor Chart W13: Revise Your Work! Anchor Chart W20: Be Great When You Participate! ○ Display and Engage: Research Report ○ Know It, Show It, Book 2: ○ Focal Text: The Great Kapok Tree: A Tale of the Amazon Rain Forest ○ myBook, Book 3:

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	<p>as needed by planning, revising and editing.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p>	<p>tense.</p> <ul style="list-style-type: none">• Use apostrophes to form possessives with nouns that name one and more than one• Write legibly.• Use technology to assist with writing.• Reflect on writing goals.• Review contractions with not and with pronouns.• Listen actively.• Speak loudly and clearly.• Use apostrophes to form possessive nouns that name one and more than one. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">• Grammar: Daily Writes• Writing Prompt: Daily Focus Prompt/ Engage and Write• Teacher Observation/Conferences	<ul style="list-style-type: none">○ Classroom Materials: notebook
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)