

Grade 2 Module 11
Genre Study: Nonfiction
Essential Questions:

Week 1: What are the characteristics of a biography?

Week 2: What are the characteristics of opinion writing?

Week 3: What are the characteristics of informational text?

Overview

Week 1:

This week, you will revisit one or more of the following biographies from earlier in the year for a week-long focus on genre:

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| <ul style="list-style-type: none">• myBook, Book 1: Gingerbread for Liberty!• myBook, Book 2: Wilma Rudolph: Against All Odds• myBook, Book 3: I Am Helen Keller• myBook, Book 3: The Stories He Tells: The Story of Joseph Bruchac |
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Week 2:

This week, you will revisit one or more of the following opinion writings from earlier in the year for a week-long focus on genre:
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| <ul style="list-style-type: none">• myBook, Book 2: What's Good to Read? Book Reviews for Kids by Kids!• myBook, Book 2: Great Leaders• myBook, Book 3: Get to Know Biographies• myBook, Book 3: The Best Habitat for Me |
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Week 3:

This week, you will revisit one or more of the following informational texts from earlier in the year for a week-long focus on genre:

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| <ul style="list-style-type: none">• myBook, Book 1: Many Kinds of Matter• myBook, Book 2: How to Read a Story• myBook, Book 2: Get Ready for Weather• myBook, Book 3: Experiment with What a Plant Needs to Grow• myBook, Book 3: Sea Otter Pups |
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The students will engage in Personal Narrative. They will write about their experience doing something new they didn't want to do. They will have an understanding that something new can be scary or exciting.

Week 1	Essential Question: This week, you will revisit one or more of the following biographies from earlier in the year for a week-long focus on genre.		
	Vocabulary		
	Reading		Writing
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary
	<i>I am Helen Keller</i> 2RF4 <i>Gingerbread for Liberty!</i> 2RF4 <i>Trombone Shorty</i> 2RF4 <i>The Stories He Tells: The Story of Joseph Bruchac</i> 2RF4 <i>Wilma Rudolph: Against All Odds</i> 2RF4 Know It Show It	Genre Characteristics: biography, genre, nonfiction Biography: genre, nonfiction Central Idea*: topic, central idea, supporting evidence 2R2 Text Organization*: chronological order 2R5 , 2R7 Bold: priority skill *Assessed at end of week or end of module	Narrative: Personal Narrative <i>Roller Coaster</i> Writer's Vocabulary: Setting, problem (conflict), solution (resolution), author's purpose, descriptive language, figurative language, onomatopoeia, personal narrative Narrative: Personal Narrative Priming the Students Something new can be scary or exciting 2W7 Priming the Text 2W4 , 2W7 , 2SL1b , 2L5b The Read The Focal Text Vocabulary 2W1 Prewriting I: Understand the Prompt 2W3 2W7 Bold: priority skill *Assessed at end of week or end of module

Foundational Skills	Grammar Skills
High Frequency Words: bed, enough, family, list, oh, people, shop, sleep, today, tomorrow Phonics: Vowel Team Syllables, Syllable division patterns Fluency: Intonation Start Right Reader Decodable Texts: <i>Missing Mama, Papa Tells His Side</i> Spelling - Suffixes -ly, -ful, -er, -est Handwriting: cursive uppercase G, L, S Lesson slides: Lessons 1-5 2RF3	Review Anchor Standard 1 PK-2L1 Lesson 2.1.4: Review Nouns Lesson 3.1.4: Review Action Verbs Lesson 1.1.4: Review Subjects and Predicates Lesson 1.3.4: Review Types of Sentences Lesson 1.2.4: Review Simple Sentences

Week 2	Essential Question: This week, you will revisit one or more of the following opinion writings from earlier in the year for a week-long focus on genre.		
	Vocabulary		
	Reading	Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary
	Priority Skills	Priority Skills	
	<i>Great Leaders</i> 2RF4 <i>Get to Know Biographies</i> 2RF4 <i>The Best Habitat for Me</i> 2RF4 <i>What's Good to Read? Book Reviews for Kids-by-Kids</i> 2RF4 Know It Show It	General Characteristics: Opinion Writing: nonfiction Author's Purpose*: persuade, inform, entertain 2R6 Ideas and Support*: opinions with reasons, facts 2R1 , 2R8 , 2SL1 , 1SL1c Bold: priority skill *Assessed at end of week or end of module	Narrative: Personal Narrative <i>Roller Coaster</i> Writer's Vocabulary: generate questions, conflict, resolution, Narrative: Personal Narrative Prewriting II: Choosing a Topic 2W3 , 2W7 Drafting I: Elements of Narrative Discuss the conflict & resolution 2W3 , 2W7 Drafting II: Completing the Draft Identify the beginning, middle, and end 2W3 Revising I: Adding Details Introduce the Revision Skill 2W3 Revising II: Conferencing Discuss revising 2W3 Bold: priority skill *Assessed at end of week or end of module

Foundational Skills	Grammar Skills
High Frequency Words: away, because, country, earth, else, green, plant, rain, sea, sun Phonics: r-controlled vowel syllables, multisyllabic words Fluency: phrasing Start Right Reader Decodable Texts: <i>Earth, Life on Earth</i> Spelling: prefixes un-, re-, dis- Lesson Slides: Lessons 6-10 2RF3	Review Anchor Standard 1 PK-2L1 Lesson 2.2.4: Review Singular and Plural Nouns Lesson 2.3.4: Review Plural Nouns Lesson 2.4.4: Review Proper Nouns Lesson 6.1.4: Review Spelling Lesson 1.5.4: Review Compound Subjects and Predicates

Week 3	Essential Question: What are the characteristics of informational text?		
	Vocabulary		
	Reading		Writing
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary
	<i>Sea Otter Pups</i> 2RF4 <i>Many Kinds of Matter</i> 2RF4 <i>Get Ready for Weather</i> 2RF4 <i>How to Read a Story</i> <i>Experiment with What a Plant Needs to Grow</i> 2RF4 Know it Show it	General Characteristics: Informational Text: genre, informational text, nonfiction 2R2, 2R5, 2R6, 2R8 Central Idea*: topic, central idea, details, supporting evidence 2R2 Text Features*: caption, label, photo, chart 2R6, 2R7 Bold: priority skill *Assessed at end of week or end of module	Narrative: Personal Narrative <i>Roller Coaster</i> Writer's Vocabulary: complete sentence, run-on sentence, clip art, Narrative: Personal Narrative Revising III: Run-on Sentences and Punctuation Correct Run-On Sentences 2W3, 2L1o Editing: Peer Proofreading: Use the clocking activity 2W3 Publishing I: Writing the Final Copy Review the writing process 2W3 Publishing II: Personal Narrative Finalize a personal narrative 2W3 Sharing a Personal Narrative Share Writing 2W3, 2SL4 Bold: priority skill *Assessed at end of week or end of module

	Foundational Skills	Grammar Skills
	High Frequency Words: bed, enough, family, list, oh, people, shop, sleep, today, tomorrow Phonics: Final e syllables, multisyllabic words: Final e syllables Fluency: expression Start Right Reader Decodable Texts: <i>A Big Problem, Party Time</i> Spelling: final e and vowel syllables Lesson Slides: Lessons 11-15 2RF3	Review Anchor Standard 1 PK-2L1 Lesson 2.5.4: Review Using Proper Nouns Lesson 2.6.4: Review Possessive Nouns Lesson 1.4.4: Review Compound Sentences Lesson 3.2.4: Review Verbs in the Present Lesson 3.3.4: Review Verbs in the Present, Past, and Future