

GRADE 1– Module 11: Genre Study - Nonfiction

**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 phonics module is designed to strengthen foundational literacy skills through an integrated approach that includes phonological awareness, phonics, spelling, handwriting, and fluency. Students develop an understanding of syllable types, including closed syllables, closed syllable exceptions, and open syllables, while applying these concepts to spelling activities.

In Module 11:

In this module, children will study non-fiction texts through the focus of narrative non-fiction, informational, and biographies.

Essential Question:

Week 1: Focus on Narrative Nonfiction

What are the characteristics of narrative nonfiction?

Week 2: Focus on Informational Text

What are the characteristics of informational text?

Week 3: Focus on Biography

What are the characteristics of a biography?

**Swedesboro-Woolwich School District's Phonics Curriculum Guidance Document**

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.1.1. Demonstrate command of the conventions of writing
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

**Unit/Module Weekly Learning Activities and Pacing Guide**

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Week 1</b></p> <p>Phonological Awareness Blending Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skill • Vowel Team oo /short oo/</p> <p>Spelling • Words with</p>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Practice phonological awareness by blending and segmenting phonemes.</li> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: vowel team oo /short oo/.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Learn and practice handwriting: manuscript V, v, W, w, Z, z.</li> <li>• Practice spelling by word building.</li> <li>• Learn and practice irregular words: door,</li> </ul>	<p><b>Materials</b> Whole-Class Presentation: HMH Classcraft™ Essential Session</p> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>○ Word Study Studio Sessions</li> <li>○ <a href="#">205: Phonics: Vowel Digraph oo</a></li> <li>○ • <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>○ • <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> </ul>

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<p>Vowel Team oo /short oo/</p> <p>Handwriting • Manuscript V, v, W, w, Z, z</p> <p>Irregular Words • door, poor, floor</p> <p>Fluency • Accuracy and Self-Correction</p>	<p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<p>poor, floor.</p> <ul style="list-style-type: none"> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment <ul style="list-style-type: none"> <li>◦ • Irregular Words</li> <li>◦ • Phonics: Vowel Team: oo /short oo/</li> <li>◦ • Comprehension: Author's Purpose; Text Organization</li> <li>◦ • Grammar Review: Proper Nouns and Capitalization, Nouns, Possessive Pronouns, Action Verbs, Subject Pronouns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◦ • <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>◦ Decodable Books <a href="#">Books 73-74</a></li> <li>◦ Additional Practice, Lessons 1-5</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>◦ Blending: Continuous</li> <li>◦ Write and Reveal</li> <li>◦ Heart Words</li> <li>◦ Decodable Text</li> <li>◦ Partner Reading</li> </ul>
<p><b>Week 2</b></p> <p>Phonological Awareness Blending Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skill • Vowel Team oo /long u ū /</p> <p>Spelling • Words with Vowel Team oo /long u ū /</p> <p>Handwriting • Manuscript X, x, K, k</p> <p>Irregular</p>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Practice phonological awareness by blending and segmenting phonemes.</li> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: vowel team oo /long u ū /.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Learn and practice handwriting: manuscript X, x, K, k.</li> <li>• Practice spelling by word building.</li> <li>• Review and practice irregular words.</li> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment <ul style="list-style-type: none"> <li>◦ • Irregular Words</li> <li>◦ • Phonics: Vowel Team: oo /long u ū /</li> <li>◦ • Comprehension: Topic and Central Idea; Text Features</li> <li>◦ • Grammar Review: Adjectives and Articles, Adjectives, Nouns, Complete</li> </ul> </li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>◦ Whole-Class Presentation:HMH Classcraft™ Essential Session</li> </ul> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>◦ Word Study Studio Sessions</li> <li>◦ <a href="#">208: Phonics: Vowel Digraphs/Spelling Patterns: oo, ou, ew, ue, u, u e</a></li> <li>◦ • <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>◦ • <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>◦ • <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>◦ Decodable Books <a href="#">Books 75-76</a></li> <li>◦ Additional Practice, Lessons 6-10</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>◦ Blending: Continuous</li> <li>◦ Write and Reveal</li> <li>◦ Heart Words</li> <li>◦ Decodable Text</li> <li>◦ Partner Reading</li> </ul>

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<p>Words • Review</p> <p>Fluency • Reading Rate and Automaticity</p>		<p align="center">Sentences, Statements</p>	
<p><b>Week 3</b></p> <p>Phonological Awareness Blending Phonemes, Substituting Phonemes</p> <p>Phonics Focus Skills • Vowel Teams ew, ui, ue /long u ū /</p> <p>Spelling • Words with Vowel Teams ew, ui, ue /long u ū /</p> <p>Handwriting • Review Manuscript</p> <p>Irregular Words • buy, build</p> <p>Fluency • Phrasing and Intonation</p>	<p>L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing</p> <p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Practice phonological awareness by blending and segmenting phonemes.</li> <li>• Recognize phonemes and graphemes in visual, auditory, and blending reviews.</li> <li>• Learn the phonics focus skill: vowel teams ew, ui, ue /long u ū /.</li> <li>• Practice blending the phonics focus skill in words.</li> <li>• Review and practice handwriting: manuscript.</li> <li>• Practice spelling by word building.</li> <li>• Learn and practice irregular words: buy, build.</li> <li>• Read a decodable text.</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Module Assessment</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Whole-Class Presentation:HMH Classcraft™ Essential Session</li> </ul> <p><b>Student Practice:</b></p> <ul style="list-style-type: none"> <li>• Word Study Studio Sessions</li> <li>• <a href="#">208: Phonics: Vowel Digraphs/Spelling Patterns: oo, ou, ew, ue, u, u_e</a></li> <li>• <a href="#">49: Phonemic Awareness: Blend Phonemes</a></li> <li>• <a href="#">51: Phonemic Awareness: Segment Phonemes</a></li> <li>• <a href="#">55: Phonemic Awareness: Substitute Phonemes</a></li> <li>• Decodable Books <a href="#">Books 77-79</a></li> <li>• Additional Practice, Lessons 11-15</li> </ul> <p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>• Blending: Continuous</li> <li>• Write and Reveal</li> <li>• Word Practice: Word Building</li> <li>• Heart Words</li> <li>• Decodable Text</li> <li>• Letter Sounds</li> <li>• Partner Reading</li> </ul>

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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc  
ELA Enduring Understanding Statements](#)