

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module1 – Nice to Meet You!

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 Module 1:

In this module, children will read about how the people they meet and the experience they have can help them. Children will read about the different activities they can do at school. They also will read about makes a good friend, the many different types of friends they can have, and what makes each person special.

Essential Question: ***How can making new friends and learning new things help us?***

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit/Module Weekly Learning Activities and Pacing Guide			
20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 1 – Week 1	<ul style="list-style-type: none"> ● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). ● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ● RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). ● RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). ● RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. ● RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. ● RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Recognize the elements of poetry ● Identify characters and setting in a story ● Identify the sequence of events in a story ● Identify the author's purpose in an informational text ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz – Try This ● Weekly Assessment – Story Structure, Author's Purpose, Generative Vocabulary, Vocab Strategy – Categorize and Classify, Grammar – Common Nouns: People/Animals, Phonics – short a,i ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ myBook – My First Day ○ Big Book – Pete the Cat ○ myBook – Try This ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher's Guide/Teaching Pal Book 1 ○ Get Curious Video – “The First Day” ○ myBook – My First Day ○ Big Book – Pete the Cat ○ myBook – Try This ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Story Structure ○ Reading Graphic Organizer: Story Structure ○ Vocabulary Cards – Power Words: enjoy, excited, great, nervous, new, try; Big Idea Words – challenge, emotions, friendship; Generative Vocabulary – Words about feelings ○ Knowledge Maps ● Activities

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	<p>of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <ul style="list-style-type: none"> 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 		<ul style="list-style-type: none"> View and Respond to Get Curious Video Build Background Knowledge Story Structure, Author's Purpose Vocabulary Strategy: Categorize and Classify Listening Comprehension
Module 1 – Week 1	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text. Reader’s Theater – Preview Readers’ Theater 1 – “The New School” and assign parts to mixed ability group of five students. The part of Pam Cat is ideal for a struggling reader, the part of Nat Cat can be read by a proficient reader. Have groups write in the missing parts to make their script unique and then practice reading it aloud several times. Research/Inquiry Project – Have groups work on the module project: “Celebrate Us!” profiles; Remind children that their focus this week is to set a goal and gather information about new friends and experiences. 		
Module 1 – Week 2	<ul style="list-style-type: none"> RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify the main idea and supporting details Identify the author’s purpose in an informational text Respond to text by drawing and writing. Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment – Selection Quiz – <u>My School Trip, A Kids’ Guide to Friends</u> Weekly Assessment – Comprehension – Author’s 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Read Aloud Book – <u>You Will Be My Friend</u> myBook – <u>My School Trip</u> myBook – <u>A Kids’ Guide to Friends</u> Materials – Whole Group <ul style="list-style-type: none"> Family Letter to Send Home Teacher’s Guide/Teaching Pal Book 1 Get Curious Video – “The First Day” Read Aloud Book – <u>You Will Be My Friend</u> myBook – <u>My School Trip</u>

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	<ul style="list-style-type: none"> what, where, when, why, how). RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 	<p>Purpose, Topic and Central Idea; Generative Vocabulary – Inflection -ed; Grammar – Common Nouns: places and things; Phonics - short o, u, irregular words</p> <ul style="list-style-type: none"> Teacher Observation Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart 	<ul style="list-style-type: none"> myBook – <u>A Kids' Guide to Friends</u> myBook Know It, Show It Teacher's Guide Bookstix Anchor Chart – Story Structure Reading Graphic Organizer: Story Structure Vocabulary Cards – Power Words: kinds, last, partner, together, trip, wished; Big Idea Words – challenge, emotions, friendship; Generative Vocabulary – Inflection-ed Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Author's Purpose Make Inferences Topic and Central Ideal Generative Vocabulary: Inflection -ed Listening Comprehension
<p>Module 1 – Week 2</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text. Reader’s Theater – Preview Readers’ Theater 1 – “The New School.” Ask them to think of props to use, such as cat ears and whiskers; Point out the importance of reading with accuracy. Encourage children to identify unfamiliar words in the script. Research/Inquiry Project – Have groups work on the module project: “Celebrate Us!” profiles; Remind children that their focus this week is to develop 		

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	ideas as they plan their profiles and drawings.		
Module 1 – Week 3	<ul style="list-style-type: none"> RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify characters and setting in a story Ask and Answer questions to understand the plot and events in a story. I can understand characters and the events that affect them in a story. Respond to text by drawing and writing. Understand the meaning of new vocabulary <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Weekly Assessment – Selection Quiz – <u>Big Dilly's Tale</u> Teacher Observation Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart <p>Summative Assessment: Module Assessment</p>	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Read Aloud Book – <u>Suki's Komono</u> myBook – <u>Big Dilly's Tale</u> myBook – <u>I'm Me</u> Materials – Whole Group <ul style="list-style-type: none"> Family Letter to Send Home Teacher's Guide/Teaching Pal Book 1 Get Curious Video – "The First Day" Read Aloud Book – <u>Suki's Komono</u> myBook – <u>Big Dilly's Tale</u> myBook – <u>I'm Me</u> myBook Know It, Show It Teacher's Guide Bookstix Anchor Chart – Characters Reading Graphic Organizer: Characters Vocabulary Cards – Power Words: <i>beautiful, changed, chilly, paddled, ugly;</i> Big Idea Words – <i>challenge, emotions, friendship;</i> Generative Vocabulary – <i>Inflection-ed</i> Knowledge Maps Activities <ul style="list-style-type: none"> Build Background Knowledge Author's Purpose Make Inferences Character/Events in a Story Generative Vocabulary: Inflection -ed Listening Comprehension

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Module 1 – Week 3	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none">○ Decodables○ Tabletop Minilessons○ ELL Tabletop Minilessons○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none">○ Cloze Reading○ Choral Reading○ Reading Corner – Children use the “partner reading” routine to practice this week’s fluency skill or another area of need. Use the decodable text of another familiar text.○ Reader’s Theater – Preview Readers’ Theater 1 – “The New School.” Remind them to pay attention to reading the script with accuracy. Encourage them to self-correct while reading.○ Research/Inquiry Project – Have groups work on the module project: “Celebrate Us!” profiles; Remind children that their focus this week is to practice and present their profiles by introducing themselves and sharing their writing and illustrations.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)