

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 2 – My Family/My Community

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 2:

In this module, children will discover that their family and community are special as they read both nonfiction and fiction selections. These texts encourage readers to explore how they fit within their family and their local community. They also provide children with a sense of belonging to both their family and community.

Children will learn about the characteristics of families and communities and that communities are special places to live. The module explains how the people who live there, including family members, work together to make the community better for everyone.

Essential Question: ***What makes families and communities special?***

Standards Covered in Current Unit/Module

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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).
- 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 2 – 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Identify characters and setting in a story • Identify the sequence of events 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>Dan Had a Plan</u> • Weekly Assessment – Ideas and Support, Setting Purpose, Generative Vocabulary – Words about Places and Things, Vocab Strategy – Antonyms,, Grammar – Adjectives (Size and Shape), Articles; Phonics – Floss Rule • 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 – <u>Kids Speak Up</u> ○ myBook – <u>Whose Hands Are These?</u> ○ myBook – <u>Dan Had a Plan</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 – “Come to the Fair” ○ myBook – <u>Kids Speak Up</u> ○ myBook – <u>Whose Hands Are These?</u> ○ myBook – <u>Dan Had a Plan</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Ideas and Support ○ Reading Graphic Organizer: Ideas and Support ○ Vocabulary Cards – Power Words: help,

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	<p>characters, setting, or events.</p> <ul style="list-style-type: none"> • RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • 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><i>market, mess, neighbors, sell, set;</i> Big Idea Words – <i>area, population, working;</i> Generative Vocabulary – <i>Words about places and things</i></p> <ul style="list-style-type: none"> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Text Organization ○ Retell ○ Setting ○ Vocabulary Strategy: Categorize and Classify ○ Listening Comprehension
<p>Module 2 – Week 1</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 2 – “Help Find Bud,” and assign parts to mixed-ability groups of five children. The part of the “nurse” is ideal for struggling readers, while the part of “mom” should be read by a proficient reader. ○ Research/Inquiry Project – Have groups work on the module project: “Community News”; Remind children that their focus this week is to set a goal and gather information about how different places add to their community and what people might do in those places. 		

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<p>Module 2– Week 2</p>	<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.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • 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"> • Identity text features in a non fiction 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>On the Map; Places in My Neighborhood</u> • Weekly Assessment – Comprehension – Text Features; Content-Area Words; Vocabulary – Words about Places and Things; Grammar – Adjectives – Color and Numbers; Phonics - words with –all, -oll, -ull • 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"> ○ Read Aloud Book – <u>Maybe Something Beautiful</u> ○ myBook – <u>On the Map</u> ○ myBook – <u>Places in My Neighborhood</u> • Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Read Aloud Book – <u>Maybe Something Beautiful</u> ○ myBook – <u>On the Map</u> ○ myBook – <u>Places in My Neighborhood</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Structure ○ Reading Graphic Organizer: Story Structure ○ Vocabulary Cards – Power Words: <i>clinic, community, map, places, purpose, town;</i> Big Idea Words – <i>challenge, emotions, friendship;</i> Generative Vocabulary – <i>Words about places and things</i> ○ Knowledge Maps • Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Setting ○ Summarize ○ Text Connections ○ Make Inferences ○ Generative Vocabulary: Words about places and things ○ Listening Comprehension
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<p>Module 2 – 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 2 – “Help Find Bud” 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. Point out the importance of using expression when speaking. ○ Research/Inquiry Project – Have groups work on the module project: “Community News” profiles; Remind children that their focus this week is to take action and develop ideas about a place in the community. 		
<p>Module 2 – Week 3</p>	<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 the sequence of events in a story ● Ask and Answer questions to understand the plot and events 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>Who Put the Cookies in the Cookie Jar?</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>Abulea</u> ○ myBook – <u>Who Put the Cookies in the Cookie Jar?</u> ○ myBook – <u>Curious About Jobs</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Teacher’s Guide ○ Get Curious Video – “The First Day” ○ Read Aloud Book – <u>Abulea</u> ○ myBook – <u>Who Put the Cookies in the Cookie Jar?</u> ○ myBook – <u>Curious About Jobs</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Characters ○ Reading Graphic Organizer: Characters ○ Vocabulary Cards – Power Words:

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			<p><i>against, churn, close, docked, drive, harbor, heal, pointing, spoon, stock, unload;</i> Big Idea Words – <i>challenge, emotions, friendship;</i> Generative Vocabulary – <i>Words about Actions and Directions</i></p> <ul style="list-style-type: none"> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Setting ○ Ask and Answer Questions ○ Text Organization ○ Content Area Words ○ Generative Vocabulary: Inflection -ed ○ Listening Comprehension
<p>Module 2 – Week 3</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 – Have children read Readers’ Theater 2 – “Help Find Bud.” 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: “Community News”; Remind children that their focus this week is to reflect on and then practice and present their video or presentation about a place in their community. 		

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

[ELA Enduring Understanding Statements](#)