

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

**First Grade – Unit/Module 7 – The Big Outdoors**

**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 7:

In this module, children will examine a variety of environments and natural changes in the world. They also will grow to recognize the importance of recycling and protecting the land.

As they read the module's varied texts, children will discover that they can use their observation skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle.

Essential Question: *How do things in nature change?*

**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 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.
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- 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.
- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

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

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 7 – Week 1</b>	<ul style="list-style-type: none"> <li>• RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>• RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>• 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).</li> <li>• RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>• RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.</li> <li>• RL.PP.1.5. Identify who is telling</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Build knowledge and language about storms and how things change in nature.</li> <li>• Identify characteristics of opinion writing.</li> <li>• Identify an author's opinion and the reasons given to support it.</li> <li>• Build knowledge and language about storms and how things change in nature</li> <li>• Identify characteristics of opinion writing.</li> <li>• Identify an author's opinion and the reasons given to support it.</li> <li>• Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Selection Quiz – <u>Sam &amp; Dave Dig a Hole</u></li> <li>• Weekly Assessment – Comprehension: Ideas and Support, Point of View; Generative Vocabulary – Words about Feelings and Belief;; Vocab Strategy –</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ myBook – <u>Storm Report</u></li> <li>○ Big Book – <u>Rainy, Sunny, Blowy, Snowy</u></li> <li>○ myBook – <u>Sam &amp; Dave Dig a Hole</u></li> </ul> </li> <li>• Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Teacher's Guide/<b>Teaching Pal Book 4</b></li> <li>○ Get Curious Video – “Water in the Desert”</li> <li>○ myBook – <u>Storm Report</u></li> <li>○ Big Book – <u>Rainy, Sunny, Blowy, Snowy</u></li> <li>○ myBook – <u>Sam &amp; Dave Dig a Hole</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Ideas and Support, Text Organization, Make Inferences, Point of View, Gather Information</li> </ul> </li> </ul>

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	<p>the story at various points in a text.</p> <ul style="list-style-type: none"> <li>• RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</li> <li>• 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.</li> <li>• 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.</li> <li>• K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</li> </ul>	<p>Shades of Meaning; Grammar – Future Tense; Phonics – Trigraph <i>tch</i></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share, Active Viewing</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>○ Reading Graphic Organizers – Ideas and Support, Text Organization, Make Inferences, Point of View, Gather Information</li> <li>○ Vocabulary Cards – Power Words: <b><i>break, direction, landed, mission, problem, spectacular;</i></b> Big Idea Words – <b><i>cycle, evaporation, liquid;</i></b> Generative Vocabulary – <b><i>Words about feelings and beliefs</i></b></li> <li>○ Knowledge Maps</li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Ideas and Support</li> <li>○ Text Organization</li> <li>○ Make Inferences</li> <li>○ Point of View</li> <li>○ Research: Gather Information</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
<p><b>Module 7 – Week 1</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Reader’s Theater – Preview Readers’ Theater 7 – “The Wind and the Sun,” and assign parts to mixed-ability groups of five children. The part of the Sun is ideal for struggling readers, while the Narrator’s lines can be read by a proficient reader.</li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Get Weather Wise”; Remind children that their focus this week is to set a goal and gather information about weather. .</li> </ul>		

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<p><b>Module 7– Week 2 **</b></p>	<ul style="list-style-type: none"> <li>• RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>• RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>• 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).</li> <li>• RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text</li> <li>• 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.</li> <li>• LVL.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.</li> <li>• 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"> <li>• K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</li> </ul> </li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Build knowledge and language about understanding deserts.</li> <li>• Identify characteristics of informational texts.</li> <li>• Monitor comprehension and use different strategies, such as rereading, to clarify information when something in a text doesn't make sense.</li> <li>• Identify the central, or main, idea of a text and its supporting details.</li> <li>• Build knowledge and language about reusing materials and making nature craft projects by reading and discussing the instructions in Handmade.</li> <li>• Identify characteristics of procedural texts.</li> <li>• Summarize a text by telling the main ideas and the most important details.</li> <li>• Explain how a procedural text is organized and how the chronological structure supports the author's purpose.</li> <li>• Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Selection Quiz – <u>Deserts</u>; <u>Handmade</u></li> <li>• Weekly Assessment – Comprehension – Central Idea, Text Organization,; Vocabulary – Inflection -Suffixed -less, -ful; Grammar – Pronouns; ; Phonics - Trigraph <i>dge</i>; Irregular Words</li> <li>• Teacher Observation</li> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Texts             <ul style="list-style-type: none"> <li>○ Read Aloud Book – <u>On Meadowview Street</u></li> <li>○ myBook – <u>Deserts</u></li> <li>○ myBook – <u>Handmade</u></li> <li>○ Family Letter to Send Home</li> <li>○ Teacher's Guide</li> <li>○ Read Aloud Book – <u>On Meadowview Street</u></li> <li>○ myBook – <u>Deserts</u></li> <li>○ myBook – <u>Handmade</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Setting, Monitor and Clarify, Topic and Central Idea, Summarize, Text Organization</li> <li>○ Reading Graphic Organizer: Setting, Monitor and Clarify, Topic and Central Idea, Summarize, Text Organization</li> <li>○ Vocabulary Cards – Power Words: <b><i>dunes, spines, rest, edges, trace,</i></b> Big Idea Words – <b><i>cycle, evaporation, liquid;</i></b> Generative Vocabulary – <b><i>Suffixes -less</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>• Activities             <ul style="list-style-type: none"> <li>○ Setting</li> <li>○ Monitor and Clarify</li> <li>○ Topic and Central Idea</li> <li>○ Summarize</li> <li>○ Text Organization</li> <li>○ Generative Vocabulary: Compound Words</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
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<p><b>Module 7 – Week 2</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Reader’s Theater – Preview Readers’ Theater 7 – “The Wind and the Sun” Ask students to think of suitable props for the production</li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Get Weather-Wise”; Remind children that their focus this week is to create a poster and record the daily weather through illustrations and descriptive phrases with vivid adjectives.</li> </ul>		
<p><b>Module 7 – Week 3</b></p>	<ul style="list-style-type: none"> <li>● RL.CR.1.1.1. Ask and answer **questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RI.CR.1.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>● 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).</li> <li>● LVL.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.</li> <li>● 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.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about understanding the Grand Canyon’s biodiversity, geological history, and unique natural features.</li> <li>● Identify characteristics of informational texts.</li> <li>● Synthesize information to create new understanding.</li> <li>● Use clues in the text and visuals to determine the meanings of content-area words</li> <li>● Build knowledge and language about the water cycle</li> <li>● Identify characteristics of songs.</li> <li>● Identify the central, or main, idea of a video and its supporting details.</li> <li>● Understand the meaning of new vocabulary</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Selection Quiz – <u>Grand Canyon</u></li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul> <p><b>Summative Assessment: Module Assessment</b></p>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Book – <u>Do You Really Want to Visit a Wetland?</u></li> <li>○ myBook – <u>Grand Canyon</u></li> <li>○ myBook – <u>Water Cycle</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Teacher’s Guide</li> <li>○ Read Aloud Book – <u>Do You Really Want to Visit a Wetland?</u></li> <li>○ myBook – <u>Grand Canyon</u></li> <li>○ myBook – <u>Water Cycle</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Topic and Central Idea, Synthesize, Content Area Words</li> <li>○ Reading Graphic Organizer: Topic and Central Idea, Synthesize, Content Area Words</li> <li>○ Elements of Poetry</li> <li>○ Vocabulary Cards – Power Words: <i>affect</i>,</li> </ul> </li> </ul>

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			<p><i>fossils, hike, popular, rim</i>; Big Idea Words – <i>cycle, evaporation, liquid</i>; Generative Vocabulary – <b><i>Words about places and things</i></b></p> <ul style="list-style-type: none"> <li>○ Knowledge Maps</li> <li>● Activities <ul style="list-style-type: none"> <li>○ Build Background Knowledge</li> <li>○ Topic and Central Idea</li> <li>○ Synthesize</li> <li>○ Content-Area Words</li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
<p><b>Module 7 – Week 3</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ 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.</li> <li>○ Reader’s Theater – Have children read Readers’ Theater 7 – “The Wind and the Sun” Have groups perform the scripts with their groups. Ask children to share what they liked best about the script.</li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Get Weather Wise”; Remind children that their focus this week is on practicing and presenting their weather calendars to the class.</li> </ul>		

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

[ELA Enduring Understanding Statements](#)