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

**First Grade – Unit/Module 10 – Dare to Dream**

| Mission Statement |
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| 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.<br><br>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 |
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| In Module 10:<br><br>In this module, children will recognize that good things can happen when a person is brave enough to try something new. They will read about inventors, architects, and others who have been brave and tried new things.<br><br>Children will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world.<br><br>Essential Question: ***How can thinking in new ways help solve problems?*** |

| 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.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- 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.
- 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 | | | |
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| **20 - 25 Days** | **NJ Standards** | **Critical Knowledge & Skills** | **Possible Resources & Activities** |
| **Module 10 – Week 1** | • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). <br> • RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). <br> • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. <br> • RL.PP.1.5. Identify who is telling the story at various points in a text. <br> • 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. <br> • 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value | **Obj. We are learning to**: <br> • Build knowledge and language about identifying and solving a problem when reading and discussing Kids Are Inventors, Too!. <br> • Identify characteristics of informational texts. <br> • Identify the topic, central idea, and relevant details of a text. <br> • Build knowledge and language about how thinking creatively can lead to new and unique inventions when reading and discussing the events in Young Frank Architect. <br> • Identify features of realistic fiction. <br> • Retell story events in sequence and in a way that demonstrates understanding. <br> • Use details in the text and illustrations to identify and describe a story's setting. <br> • Understand the meaning of new vocabulary <br><br> **Suggested Formative Assessment(s)**: <br> • Weekly Assessment – Selection Quiz – <u>Young Frank Architect</u> <br> • Weekly Assessment – Comprehension: Setting; | • Texts <br> ○ myBook – <u>Kids Are Inventors, Too!</u> <br> ○ Big Book –<u>What Can You Do?</u> <br> ○ myBook – <u>Young Frank Architect</u> <br> • Materials – Whole Group <br> ○ Family Letter to Send Home <br> ○ Teacher's Guide/<span style="color:red">Teaching Pal Book 5</span> <br> ○ Get Curious Video – "Reach for the Stars" <br> ○ myBook – <u>Kids Are Inventors, Too!</u> <br> ○ Big Book –<u>What Can You Do?</u> <br> ○ myBook – <u>Young Frank Architect</u> <br> ○ myBook <br> ○ Know It, Show It <br> ○ Teacher's Guide <br> ○ Bookstix <br> ○ Anchor Chart – TeTopic and Central Ideal, Retell, Setting, Research: Present Information <br> ○ Reading Graphic Organizers – Topic and Central Ideal, Retell, Setting, Research: Present Information |

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| | diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. | Generative Vocabulary –Prefix re-;, Vocab Strategy – Shades of Meaning, Grammar – Adverbs;  Phonics – r-Controlled Vowel ar; Irregular Words<br>● Teacher Observation<br>● Turn and Talks, Think Pair Share, Active Viewing<br>● Response to Text – Accountable Talk<br>● KWL Chart | ○ Vocabulary Cards – Power Words: ***designed, floor, model, real, straight, whole;*** Big Idea Words – ***applaud, future, genius;*** Generative Vocabulary – ***Prefix re-***<br>○ Knowledge Maps<br>● Activities<br>○ View and Respond to Get Curious Video<br>○ Build Background Knowledge<br>○ Topic and Central Idea<br>○ Retell<br>○ Setting<br>○ Listening Comprehension |
| **Module 10 – Week 1** | Small Group/Differentiation – Materials  – Small Group/Differentiation **<br>○ Decodables<br>○ Tabletop Minilessons<br>○ ELL Tabletop Minilessons<br>○ Language Graphic Organizer<br><br>Small Group/Differentiation – Activities<br>○ Cloze Reading<br>○ Choral Reading<br>○ 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.<br>○ Reader's Theater –Preview Readers' Theater 10, "The Typewriter Mystery," and assign parts to mixed-ability groups of five children. The part of Ray will work well for a struggling reader; the part of the narrator is ideal for a proficient reader.<br>○ Research/Inquiry Project – Have groups work on the module project:  "Junior Problem Solving Projects"; Remind children that their focus this week is to set a goal and gather information about an individual, community, or world problem and solutions for the problem. | | |
| **Module 10– Week 2** | ● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).<br>● RL.CI.1.2. Determine central message and retell a sequence | **Obj. We are learning to**:<br>● Build knowledge and language about thinking in new ways about everyday things when reading and discussing Sky Color.<br>● Identify features of realistic fiction.<br>● Make inferences, using prior knowledge along with evidence from the text and illustrations. | ● Texts<br>○ Read Aloud Book – Charlotte the Scientist is Squished<br>○ myBook  – Sky Color<br>○ myBook – We Are the Future<br>○ Family Letter to Send Home |

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| | of events in literary texts (e.g., who, what, where, when, why, how). <br>● 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 <br>● 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. <br><br>● 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. | ● Identify the topic and theme of a story, based on key details, and identify and explain its moral. <br>● Build knowledge and language about building confidence and following dreams when reading and discussing the events in We Are the Future. <br>● Identify characteristics of poetry. <br>● Use details and describing words and phrases in poems to create mental images of the characters, setting, and events. <br>● Recognize lines, stanzas, repetition, rhyme, and alliteration in poetry. <br>● Understand the meaning of new vocabulary <br><br>**Suggested Formative Assessment(s):** <br>● Weekly Assessment – Selection Quiz  – <u>Sky Color: We Are the Future</u> <br>● Weekly Assessment – Comprehension –Theme, Elements of Poetry; Generative Vocabulary – Words about places and things; Grammar –adjectives that compare;; Phonics -: r-Controlled Vowel; Irregular Words <br>● Teacher Observation <br>● Turn and Talks, Think Pair She <br>● Response to Text – Accountable Talk <br>● KWL Chart | ○ Teacher's Guide <br>○ Read Aloud Book – <u>Charlotte the Scientist is Squished</u> <br>○ myBook  – <u>Sky Color</u> <br>○ myBook – <u>We Are the Future</u> <br>○ myBook <br>○ Know It, Show It <br>○ Teacher's Guide <br>○ Bookstix <br>○ Anchor Chart –setting, make inferences, theme, create mental images, elements of poetry <br>○ Reading Graphic Organizer:  setting, make inferences, theme, create mental images, elements of poetry <br>○ Vocabulary Cards – Power Words: ***artist, gallery, merrily, mural, promise, rummaged;*** Big Idea Words – ***applaud, future, genius;*** Generative Vocabulary – ***Suffixes -less, -ful*** <br>○ Knowledge Maps <br>● Activities <br>○ Build background knowledge <br>○ Setting <br>○ Make Inferences <br>○ Theme <br>○ Create Mental Images <br>○ Elements of Poetry <br>○ Generative Vocabulary:  Words about places and things <br>○ Listening Comprehension | |
| **Module 10– Week 2** | Small Group/Differentiation – Materials  – Small Group/Differentiation <br> ○ Decodables <br> ○ Tabletop Minilessons | | |

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| | ○ ELL Tabletop Minilessons<br>○ Language Graphic Organizer<br><br>Small Group/Differentiation – Activities<br>○ Cloze Reading<br>○ Choral Reading<br>○ 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.<br>○ Reader's Theater – Provide Readers' Theater 10, "The Typewriter Mystery." Ask groups to create or find props they can use in their play, such as printer paper and a typewriter.<br>○ Research/Inquiry Project – Have groups work on the module project:  "Junior Problem Solving Projects"; Remind children that their focus this week is to decide on a problem and its solution and to develop images and explanations for each. | | |
| **Module 10 – Week 3** | ● RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).<br>● RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).<br>● 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).<br>● 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.<br>● RL.PP.1.5. Identify who is telling the story at various points in a text.<br>● RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.<br>● 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. | **Obj. We are learning to**:<br><br>● Build knowledge and language about creative problem-solving when reading and discussing Joaquín's Zoo.<br>●  Identify features of fantasies.<br>● Connect a text with personal experiences, society, and other texts, including comparing and contrasting two stories with the same topic.<br>● Use details in the text and illustrations to identify and describe story characters and the reasons for their actions.<br>● Build knowledge and language about solving world problems by working hard to follow our dreams when viewing and discussing the events in Marconi and the Radio.<br>● Identify characteristics of videos.<br>● Identify the central idea, topic, and relevant details of a video.<br>● Understand the meaning of new vocabulary<br><br><br>**Suggested Formative Assessment(s)**:<br>● Weekly Assessment – Selection Quiz –Joaquin's Zoo<br>● Teacher Observation<br>● Turn and Talks, Think Pair Share<br>● Response to Text – Accountable Talk<br>● KWL Chart | ● Texts<br> ○ Read Aloud Book –I am Amelia Earhart<br> ○ myBook  – Joaquin's Zoo<br> ○ myBook – Marconi and the Radio<br>● Materials – Whole Group<br> ○ Family Letter to Send Home<br> ○ Teacher's Guide<br> ○ Read Aloud Book –I am Amelia Earhart<br> ○ myBook  – Joaquin's Zoo<br> ○ myBook – Marconi and the Radio<br> ○ myBook<br> ○ Know It, Show It<br> ○ Teacher's Guide<br> ○ Bookstix<br> ○ Anchor Chart –Text organization, make connections, characters, topic and central idea<br> ○ Reading Graphic Organizer: Text organization, make connections, characters, topic and central idea<br> ○ Vocabulary Cards – Power Words: **build, golden, neat, scraps, usually** Big Idea Words – **applaud, future, genius;** Generative Vocabulary – **Suffix -ly**<br> ○ Knowledge Maps |

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| | ● 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. | **Summative Assessment:  Module Assessment** | ● Activities<br> ○ Build Background Knowledge<br> ○ Text organization<br> ○ Make connections<br> ○ Characters<br> ○ Topic and Central Idea<br> ○ Listening Comprehension |
| **Module 10 – Week 3 \*\*** | Small Group/Differentiation – Materials  – Small Group/Differentiation<br> ○ Decodables<br> ○ Tabletop Minilessons<br> ○ ELL Tabletop Minilessons<br> ○ Language Graphic Organizer<br><br>Small Group/Differentiation – Activities<br> ○ Cloze Reading<br> ○ Choral Reading<br> ○ 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.<br> ○ Reader's Theater – Provide Readers' Theater 10, "The Typewriter Mystery." Read several lines from the play, modeling appropriate expression. Point out how effective and believable the lines are when read with appropriate expression.<br> ○ Research/Inquiry Project – Have groups work on the module project: Junior Problem-Solving Project. Remind children that their focus this week is to practice and then present their problem and solution. | | |

**Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc**

**ELA Enduring Understanding Statements**