

Swedesboro-Woolwich School District's Writing 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

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in [L.WF.K.1](#)).
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in [L.WF.K.1](#)).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

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- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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 1 – Week 1	<ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). ● L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words ● L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in <u>L.WF.K.3</u>): ● L.KL.1.1. With prompting and support, develop knowledge of language and its conventions 	<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 ● Identify that a noun is a person, place, or thing ● Answer questions about a story topic before reading. ● Create an oral class story ● Identify a noun <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz – <u>Try This</u> ● Weekly Assessment – Oral Story ● Teacher Observation 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ myBook – <u>My First Day</u> ○ Big Book – <u>Pete the Cat</u> ○ myBook – <u>Try This</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” ○ myBook – <u>My First Day</u> ○ Big Book – <u>Pete the Cat</u> ○ myBook – <u>Try This</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Story Structure ○ Focal Text – <u>Ralph Tells a Story</u>

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	<p>when writing, speaking, reading, or listening.</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). • 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. 	<ul style="list-style-type: none"> • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ○ Instructional Vocabulary – noun, proper noun ○ 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 – <ul style="list-style-type: none"> ○ Several grammar and writing activities including: WORDS THAT NAME PEOPLE Remind children that naming words are called nouns. Point out that in this lesson, you will focus on nouns that name people. Say: Some nouns name people. Let's identify nouns that name people in these sentences. ○ I DO – Model identifying the noun that names a person, pointing it out ○ as you discuss. Say: The sentence is The writer wrote a story. The word ○ writer is the noun that names a person in this sentence. ○ WE DO – Work with children to identify the word that names a person in this sentence: My teacher welcomes the class. Together, say the noun that names a person. (teacher) Discuss how you know. ○ YOU DO – Next, have children identify the noun that names a person in this ○ sentence: The dentist says hello. (dentist) Discuss how they know. Repeat with the remaining sentences. ○ Connect to Texts If children are ready, have them identify nouns that ○ name people in a decodable text, in Ralph Tells a Story, or in their myBook. ○ DAILY WRITE – Prompt children to write a sentence. Have them underline the noun that ○ names a person.
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<p>Module 1 – 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 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. ○ Writing Corner – Review nouns – nouns that name people and animals; Review proper nouns and capitalization. Provide sentence stems for practice. ○ 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. 		
<p>Module 1 – Week 2</p>	<ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>). ● L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words ● L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in <u>L.WF.K.3</u>): ● L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. ● RL.CR.1.1. Ask and answer 	<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 ● Create an oral class story ● Identify a noun <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 – Craft a Class Story ● 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>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> ○ myBook – <u>A Kids’ Guide to Friends</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Structure ○ Instructional Vocabulary – noun ○ Reading Graphic Organizer: Story Structure ○ Vocabulary Cards – Power Words: <i>kinds</i>,

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	<p>questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> • 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, 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. • 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. • 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>last, partner, together, trip, wished</i>; Big Idea Words – <i>challenge, emotions, friendship</i>; Generative Vocabulary – <i>Inflection-ed</i></p> <ul style="list-style-type: none"> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Telling and listening to stories ○ Crafting a Class Story ○ Noun practice ○ Several grammar and writing activities including: USING NOUNS ○ Review with children that naming words are called nouns. Tell them that today's focus will be on nouns that name places and things. Say: Remember that nouns can name places and things. Let's identify nouns that name places or things in these sentences. ○ I DO – Model identifying the noun for children, pointing it out as you discuss. Say: The sentence is Our playground is fun! The word playground is the noun in this sentence. It names a place. ○ WE DO – Work with children to identify the noun in this sentence: The chair is blue. Together, say the noun that names a thing. (chair) Discuss how you know. ○ YOU DO – Next, have children identify the noun in this sentence: The gym is over there. (gym) Discuss how they know. Repeat with the remaining sentences. ○ Connect to Texts If children are ready, have them identify nouns for places and things in a decodable text, in
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			<p>Ralph Tells a Story, or in their myBook.</p> <ul style="list-style-type: none"> ○ DAILY WRITE – Prompt children to write a sentence. Have them underline the noun for a place or a thing.
<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. ○ Writing Corner – Review nouns – nouns that name people and animals; Review proper nouns and capitalization. Provide sentence stems for practice. ○ Research/Inquiry Project – Have groups work on the module project: “Celebrate Us!” profiles; Remind children that their focus this week is to develop ideas as they plan their profiles and drawings. 		
<p>Module 1 – Week 3</p>	<ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). ● L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). ● L.WF.1.2. Demonstrate command of the conventions of 	<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 ● Create an oral class story ● Identify an action verb 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Book – Suki’s Komono ○ myBook – Big Dilly’s Tale ○ myBook – I’m Me ● 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 – Suki’s Komono ○ myBook – Big Dilly’s Tale

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	<p>encoding and spelling common, regular, single-syllable words</p> <ul style="list-style-type: none"> • L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in <u>L.WF.K.3</u>): • L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. • RL.CR.1.1.1. 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>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz – <u>Big Dilly's Tale</u> • Weekly Assessment – Craft a Class Story – Adding Details • 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"> ○ 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"> ○ Oral Stories – Adding Detail ○ Action Verbs ○ Capitalizing proper nouns ○ Possessive Nouns ○ Several grammar and writing activities including: ○ Model identifying the action verb for children, pointing it out as you discuss. Say: The sentence is The boy raises his eyebrows. The word raises is the action verb in this sentence. ○ WE DO – Work with children to identify the action verb in this sentence: My class plays a game. Together, say the action verb. (plays) Discuss how you know. ○ YOU DO – Next, have children identify the action verb in this sentence: A girl celebrates her hard work. (celebrates) Discuss how they know. Repeat with the remaining sentences. ○ Connect to Texts If children are ready, have them identify action verbs in a decodable text, in Ralph Tells a Story, or in their myBook. ○ DAILY WRITE – Prompt children to write a
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			<p>sentence. Have them underline the action verb.</p>
<p>Module 1 – 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 – 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. 		

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

[ELA Enduring Understanding Statements](#)