

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

**First Grade – Unit/Module 6 – Celebrate America**

**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 6:

In this module, children will learn about special American symbols, monuments, holidays, and celebrations as they read both nonfiction and fiction selections. These selections encourage readers to be curious as they investigate a variety of patriotic topics.

Children will learn about the purposes for celebrating patriotic holidays as well as the importance of special symbols and monuments. They will also learn about some American presidents. After reading the module's texts, children should have a greater appreciation for patriotic symbols, monuments, holidays, and celebrations.

Essential Question: *What do special symbols, monuments, holidays, and celebrations tell us about the United States?*

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### Standards Covered in Current Unit/Module

#### Related Standards and Learning Goals

- RL.CR.1.1.1. 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.
- 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.
- 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.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

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

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 6 – Week 1</b>	<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. Ask and answer questions about key details in an informational text (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.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</li> <li>● L.VL.1.2. Ask and answer questions</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about different states and their special symbols,</li> <li>● Identify characteristics of informational texts.</li> <li>● Use text and graphic features to locate and understand information, and discuss the similarities and differences between the information from the words and the visuals.</li> <li>● Build knowledge and language about historic sites in Washington, D.C., monuments, and celebrations, understanding their significance to the United States.</li> <li>● Identify characteristics of dramas.</li> <li>● Make, revise, and confirm predictions.</li> <li>● Describe elements of dramas, including characters, setting, and dialogue.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Develop a topic for an opinion writing piece</b></li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ myBook – <u>State the Facts</u></li> <li>○ Big Book – <u>You're a Grand Old Flag</u></li> <li>○ myBook – <u>Monument City</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 3</b></li> <li>○ Get Curious Video – "America's Birthday"</li> <li>○ myBook – <u>State the Facts</u></li> <li>○ Big Book – <u>You're a Grand Old Flag</u></li> <li>○ myBook – <u>Monument City</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> </ul> </li> </ul>

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	<p>to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <ul style="list-style-type: none"> <li>1-ESS1-1., Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</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> <li><b>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</b></li> <li><b>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</b></li> <li><b>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</b></li> <li><b>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Practice the understanding of questions and commands</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Weekly Assessment – Selection Quiz – <u>Monument City</u></li> <li>Weekly Assessment – Comprehension: Text Features and Elements of Drama; Generative Vocabulary – Suffixes -y, -ful; Vocab Strategy – Multiple Meaning Words, Grammar – Questions; Phonics – VCe Syllables, Irregular Words</li> <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>Teacher's Guide</li> <li>Bookstix</li> <li><b>Focal Text – <u>The Thanksgiving Door</u></b></li> <li><b>Instructional Vocabulary – opinion, reason, question, question mark</b></li> <li>Anchor Chart – Text Features, Elements of Poetry, Make and Confirm Predictions, Elements of Drama</li> <li>Reading Graphic Organizers – Text Features, Elements of Poetry, Make and Confirm Predictions, Elements of Drama</li> <li>Vocabulary Cards – Power Words: <b><i>freedom, grouchy, monuments, scene, sights, symbol</i></b>; Big Idea Words – <b><i>appreciate, duty, participate</i></b>; Generative Vocabulary – <b><i>Compound Words</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>Text Features</li> <li>Elements of Poetry</li> <li>Make and Confirm Prediction</li> <li>Elements of Drama</li> <li>Vocabulary Strategy: Multiple Meaning Words</li> <li>Media Literacy: Reference Sources</li> <li>Listening Comprehension</li> <li>Several grammar and writing activities including: <p><b>I Do: Model correcting a word group for children, pointing out the changes as you discuss. Say: The word group is where are the other people. The word where is a question word. Because it's at the beginning of the question, it needs a capital letter. I'll also change the period to a question mark.</b></p> <p><b>WE DO</b></p> </li> </ul> </li> </ul>
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			<p>Work with children to expand the following question so that it asks for more specific information: When will we start? (e.g., When will we start eating dinner?) Discuss how you changed the question.</p> <p><b>YOU DO</b></p> <p>Next have children identify and correct errors and expand this word group into a specific question: can you see them (e.g., Can you see the guests through the open door?) Discuss the changes children made. Repeat with the remaining word groups.</p>
<p><b>Module 6 – 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 6 – “Honest Abe Lincoln,” and assign parts to mixed-ability groups of five children. The part of the Worker is ideal for struggling readers, while the Narrator’s lines can be read by a proficient reader.</li> <li>○ <b>Writing Corner – Students will practice writing a question.</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Patriotic Show”; Remind children that their focus this week is to set a goal and gather information about a patriotic song, poem, rhyme, figure, or symbol and post their findings to the Curiosity Board.</li> </ul>		
<p><b>Module 6– Week 2</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</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about symbols to understand their purpose and importance to the United States,</li> <li>● Identify characteristics of opinion writing.</li> <li>● Evaluate details in a text to determine key ideas.</li> <li>● Identify an author’s opinion about a topic and the facts,</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Book – <u>President’s Day</u></li> <li>○ myBook – <u>The Contest</u></li> <li>○ myBook – <u>The Statue of Liberty</u></li> <li>○ Family Letter to Send Home</li> </ul> </li> </ul>

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	<p>about key details in an informational text (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> <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.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>RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</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>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> <li>1-ESS1-1., Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the</li> </ul>	<ul style="list-style-type: none"> <li>examples, and reasons given to support that opinion.</li> <li>Build knowledge and language about the Statue of Liberty, its history, and its symbolism.</li> <li>Identify characteristics of informational texts.</li> <li>Make connections between a text and personal experiences, society, and ideas in other texts.</li> <li>Explain how a text is organized and how its organization and descriptive language support the author's purpose.</li> <li>Understand the meaning of new vocabulary</li> <li>To draft an opinion writing piece</li> <li>Practice forming questions, commands, and compound questions and statements</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Weekly Assessment – Selection Quiz – <u>The Contest: The Staute of Liberty</u></li> <li>Weekly Assessment – Comprehension – Text Organization,Ideas and Support,; Vocabulary – Inflection -Suffixed -less, -ful; Grammar – Compound questions and statements; Phonics - Soft c; 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>Teacher's Guide</li> <li>Read Aloud Book – <u>President's Day</u></li> <li>myBook – <u>The Contest</u></li> <li>myBook – <u>The Statue of Liberty</u></li> <li>myBook</li> <li>Know It, Show It</li> <li>Teacher's Guide</li> <li>Bookstix</li> <li>Focal Text – <u>The Thanksgiving Door</u></li> <li>Instructional Vocabulary – <b>question, compound sentence, conjunction, compound question, opinion, reason, audience, compound question, conjunction, compound sentence, compound question, synonym, subject, verb</b></li> <li>Anchor Chart – Point of View, Evaluate, Ideas and Support, Make and Confirm Predictions, Ideas and Support, Make Connections, Text Organization</li> <li>Reading Graphic Organizer: Point of View, Evaluate, Ideas and Support, Make and Confirm Predictions, Ideas and Support, Make Connections, Text Organization</li> <li>Vocabulary Cards – Power Words: <b>base, contest, hope, liberty, national, towers</b> Big Idea Words – <b>appreciate, duty, participate</b>; Generative Vocabulary – <b>Suffixes -less, -ful</b></li> <li>Knowledge Maps</li> <li>Activities <ul style="list-style-type: none"> <li>Point of View</li> <li>Evaluate</li> <li>Ideas and Support</li> <li>Make Connections</li> <li>Text Organization</li> <li>Generative Vocabulary: Compound Words</li> <li>Listening Comprehension</li> <li>Several grammar and writing activities including:</li> </ul> </li> </ul>
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	<p>sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</p> <ul style="list-style-type: none"> <li>• <b>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</b></li> <li>• <b>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</b></li> <li>• <b>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</b></li> <li>• <b>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</b></li> </ul>		<p><b>I Do:</b> Model combining simple questions, pointing out the conjunction for students. Say: The questions are: Will you go upstairs? Will you stay downstairs? Since these are two different options, I will use the conjunction or to combine these questions into one: Will you go upstairs, or will you stay downstairs?</p> <p><b>WE DO</b> Work with children to use a conjunction to combine the following questions: When will they move the tables? When will we dance? Together, say the conjunction (and) and the compound question. (When will they move the tables, and when will we dance?) Discuss how you chose the conjunction.</p> <p><b>YOU DO</b> – Next have children use a conjunction to combine the following questions: Will Ann stay here? Will she hold the baby? Discuss the compound question they form, including the conjunction. Repeat with the remaining sentences.</p>
<b>Module 6– Week 2</b>	<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> </ul>		

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	<ul style="list-style-type: none"> <li>○ Reader's Theater – Preview Readers' Theater 6 – “Honest Abe Lincoln” Ask students to think of suitable props for the production, such as tea, a small scale, and money.</li> <li>○ <b>Writing Corner – Students will practice writing compound questions and commands.</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Patriotic Show”; Remind children that their focus this week is to develop ideas about their chosen symbol, poem, rhyme, song, or figure and to make a poster that includes pictures and facts.</li> </ul>		
<b>Module 6 – Week 3</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>● RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (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>● 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>● 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> <li>● <b>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</b></li> <li>● <b>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</b></li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about different holidays, understanding their purpose and importance.</li> <li>● Identify features of realistic fiction.</li> <li>● Use details and descriptive language in a text to create mental images about what is being described.</li> <li>● Using details in the text and illustrations, describe the problem, main events, and resolution in a story.</li> <li>● Build knowledge and language about holidays and songs, understanding why they are celebrated or sung.</li> <li>● Identify characteristics of poetry.</li> <li>● Recognize elements of poetry, including describing words, rhythm, rhyme, lines, and stanzas.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>To publish an opinion writing piece</b></li> <li>● <b>Practice using proper nouns</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Selection Quiz – <u>Hooray for Holidays!</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>Can We Ring the Liberty Bell?</u></li> <li>○ myBook – <u>Hooray for Holidays!</u></li> <li>○ myBook – <u>Patriotic Poems</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>Can We Ring the Liberty Bell?</u></li> <li>○ myBook – <u>Hooray for Holidays!</u></li> <li>○ myBook – <u>Patriotic Poems</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Bookstix</li> <li>○ <b>Focal Text – <u>The Thanksgiving Door</u></b></li> <li>○ <b>Instructional Vocabulary – noun, proper noun, capital letter, verb</b></li> <li>○ Anchor Chart – Text Features, Create Mental Images, Story Structure, Elements of Poetry</li> <li>○ Reading Graphic Organizer: TText Features, Create Mental Images, Story Structure, Elements of Poetry</li> <li>○ Vocabulary Cards – Power Words: <b>celebrate, Constitution, parade, share, tradition;</b> Big Idea Words – <b>appreciate, duty, participate;</b> Generative Vocabulary – <b>Words about actions</b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>● Activities</li> </ul>

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<b>Module 6 – Week 3</b>	<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 6 – “Honest Abe Lincoln” Have groups perform the scripts with their groups. Ask children to share what they liked best about the script.</li> <li>○ <b>Writing Corner – Students will practice writing sentences with proper nouns.</b></li> <li>○ Research/Inquiry Project – Have groups work on the module project: “Patriotic Show”; Remind children that their focus this week is on practicing and presenting their symbol, poem, rhyme, song, or figure.</li> </ul>		

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

[ELA Enduring Understanding Statements](#)