

**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.
- **W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.**
- 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

### 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</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> <li>● <b>Explore poetry</b></li> <li>● <b>Understand the future tense in writing</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p>	<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>○ <b>Focal Text – <u>Ask Me</u></b></li> </ul> </li> </ul>

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	<p>compare-contrast relationships) within a text.</p> <ul style="list-style-type: none"> <li>• RL.PP.1.5. Identify who is telling the story at various points in 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>• 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> <li>• W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</li> <li>• L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>• L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> </ul>	<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 – Shades of Meaning; Grammar – Future Tense; Phonics – Trigraph <i>tch</i></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>○ <b>Instructional Vocabulary – poem, rhyme, verb, free verse, onomatopoeia</b></li> <li>○ Anchor Chart – Ideas and Support, Text Organization, Make Inferences, Point of View, Gather Information</li> <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> <li>○ Several grammar and writing activities including: <p>Remind children that one way to tell about actions in the future is to add the word <i>will</i> to the verb. Say: We also use <i>going to</i> with a verb to tell that an action happens in the future. When including <i>going to</i>, we also add the word <i>is</i> for a singular subject or the word <i>are</i> for a plural subject. Let's change verbs to the future tense using <i>is</i> or <i>are</i> going to.</p> <p>I DO</p> <p>Model identifying and changing a verb to the future tense using the words <i>going to</i>. Say: The sentence is The turtles eat plants. The verb is eat. There is more than one turtle, so I use <i>are</i> going to to tell that the action happens in the future: The turtles are going to eat plants.</p> </li> </ul> </li> </ul>
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			<p>WE DO</p> <p>Work with children to identify and change the verb in: Cats play together. Together, identify the verb and how to change the tense. (play; plural subject; are going to play) Say the new sentence.</p> <p>YOU DO</p> <p>Next, have children identify and change the verb in: That frog leaps to the lily pad. (leaps; single subject; is going to leap) Discuss that the single subject requires the word is. Repeat with the remaining sentences.</p>
<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>○ <b>Writing Corner – Students will practice writing a sentence with a verb in the future tense.</b></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>		
<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</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</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> </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.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> <li>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</li> <li>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in <u>L.WF.K.1</u>).</li> <li>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words</li> </ul>	<p>doesn't make sense.</p> <ul style="list-style-type: none"> <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> <li>Draft a poem</li> <li>Understand subject pronouns</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Weekly Assessment – Selection Quiz – <u>Deserts: 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>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><b>Focal Text – <u>Ask Me</u></b></li> <li><b>Instructional Vocabulary – subject, noun, pronoun, question, question mark</b></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> <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> <li>Several grammar and writing activities including: <p><b>PRONOUNS THAT NAME ONE</b></p> <p>Remind children that pronouns are words that take the place of nouns. Point out that we can use a pronoun to replace the subject of a sentence. Say: Remember, a subject is who or what a sentence is about. Today, we will look at the pronouns that name one: she, he,</p> </li> </ul> </li> </ul>
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			<p>and it. Let's identify the singular subjects of these sentences and replace them with the subject pronouns.</p> <p><b>I DO</b></p> <p>Model identifying a singular subject and replacing it with a subject pronoun. Say: The sentence is The cloud looked like a bear. We can replace the subject The cloud with the pronoun It. Our new sentence is It looked like a bear.</p> <p><b>WE DO</b></p> <p>Work with children to identify and replace the singular subject in this sentence: Ava likes all kinds of bugs. Together, say the subject. (Ava) Replace it with a singular subject pronoun and say the new sentence together. (She likes all kinds of bugs.)</p> <p><b>YOU DO</b></p> <p>Next, have children identify the singular subject in this sentence and replace it with a subject pronoun: Dad asks what else Ava likes. (Dad; He) Discuss how they chose the subject pronoun. Repeat with the remaining sentences.</p>
<b>Module 7– Week 2</b>	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul>		

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	<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>○ <b>Writing Corner – Students will practice writing a sentence with a subject pronoun.</b></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>		
<b>Module 7 – 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>● 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>● K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</li> <li>● <b>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</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> </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> <li>● <b>Publish a poem</b></li> <li>● <b>Understand the pronouns I and me</b></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>○ <b>Focal Text – <u>Ask Me</u></b></li> <li>○ <b>Instructional Vocabulary – pronoun, subject, action verb, compound question, conjunction, compound sentence,</b></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: <b>affect, fossils, hike, popular, rim</b>; Big Idea Words</li> </ul> </li> </ul>

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			<p>– <i>cycle, evaporation, liquid</i>; Generative Vocabulary – <i>Words about places and things</i></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> <li>○ Several grammar and writing activities including: <b>NAMING YOURSELF LAST</b></li> </ul> </li> </ul> <p>Remind children that when we write or talk about ourselves, we use the pronouns I and me. Say: The pronoun I is used in the subject, or naming part, of a sentence and is always capitalized. The pronoun me is used after an action verb and after a word like to, for, with, or at (a preposition). Remember to always name yourself last when talking or writing about yourself and one or more other people. Let's identify pronouns and their correct position in these sentences.</p> <p><b>I DO</b></p> <p>Model identifying a pronoun and its correct position for children, pointing it out as you discuss. Say: The sentence is Dad and I like flowers. The word I is a pronoun. Since there are two people named in the subject, the pronoun I comes second. Point out the capitalization.</p> <p><b>WE DO</b></p> <p>Work with children to identify the pronoun and its correct position in this sentence: I and Jose walk the dog. (I) Discuss whether</p>
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			<p>the pronoun is in the correct position and how they know. (No, because speakers should always name themselves last.) Correct the sentence together. (Jose and I walk the dog.)</p> <p><b>YOU DO</b></p> <p>Next, have children identify the pronoun and its correct position in this sentence: The frog found me and Sia. (me) Ask children whether the pronoun is in the correct position and to correct it if it is not. (The frog found Sia and me.) Repeat with the remaining sentences.</p>
<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>○ <b>Writing Corner – Students will practice writing a sentence with the pronoun “I.” Students will practice writing a sentence with the pronoun “me.”</b></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](#)