

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 11 – Genre Study – Nonfiction

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 11:

In this module, children will study non-fiction texts through the focus of narrative non-fiction, informational, and biographies.

Essential Question:

Week 1: Focus on Narrative Nonfiction

What are the characteristics of narrative nonfiction?

Week 2: Focus on Informational Text

What are the characteristics of informational text?

Week 3: Focus on Biography

What are the characteristics of a biography?

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Standards Covered in Current Unit/Module

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.
- **W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts**
- 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
Module 11 – Week 1	See standards above	<p>Obj. We are learning to:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Recognize and describe the characteristics of narrative nonfiction. • Analyze texts for characteristics of narrative nonfiction. • Determine the author's purpose for using specific genre features. • Language Identifies genre characteristics in narrative nonfiction. <p>Lesson 2:</p> <ul style="list-style-type: none"> • Determine the author's purpose for writing a text, using the genre and text evidence. • Language Discuss the author's purpose for writing a text. <p>Lesson 3:</p> <ul style="list-style-type: none"> • Determine the author's purpose for writing a text, using the genre and text evidence. • Language Discuss the author's purpose for writing a text. <p>Lesson 4:</p> <ul style="list-style-type: none"> • Analyze a text's organization. 	<ul style="list-style-type: none"> ● Texts/ Materials <ul style="list-style-type: none"> ○ Read Aloud Book <ul style="list-style-type: none"> ■ Oscar and the Moth by Geoff Waring ■ Can We Ring the Liberty Bell? by Martha E.H. Rustad ■ Do You Really Want to Visit a Wetland? By Bridget Heos ○ myBook <ul style="list-style-type: none"> ■ Try This! by Pam Muñoz Ryan ■ Have You Heard the Nesting Bird? By Rita Gray ○ Reading Skills and Strategies <ul style="list-style-type: none"> ■ Genre Characteristics: Narrative Nonfiction

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		<ul style="list-style-type: none"> • Determine the author's purpose for using description as a form of text organization. • Language Identify and describe text organization in narrative nonfiction texts. <p>Lesson 5:</p> <ul style="list-style-type: none"> • Analyze a text's organization. • Explain how the text's organization contributes to the author's purpose. • Synthesize knowledge about narrative nonfiction. • Language Discuss the organization of a text. <p>Writing:</p> <ul style="list-style-type: none"> • Choose a topic for my opinion letter <p>*Review various grammar skills – nouns, capitalization, possessive pronouns, action verbs, and subject pronouns</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ■ Author's Purpose ■ Text Organization ■ Synthesize Knowledge ○ Focal Text – I Will Not Read This Book <ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Lesson 1: Try This! <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Narrative Nonfiction ■ Introduce the Focal Text; Grammar – Review Proper Nouns and Capitalization ○ Lesson 2: Have you heard the nesting bird? <ul style="list-style-type: none"> ■ Teach and apply: Focus on Genre: Author's Purpose ■ Explore the Focal Text; Grammar – Review Nouns ○ Lesson 3: Oscar and the Moth <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Author's Purpose ■ Use Illustrations to Restate Meanings, Discuss Mental Images; Grammar – Review Possessive Pronouns ○ Lesson 4: Do you really want to visit a wetland? <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Text Organization ■ Introduce the Writing Prompt – Children will write an opinion letter telling the boy he should read book they have chosen for him; Grammar – Review Action Verbs ○ Lesson 5: Can we ring the liberty bell? <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Synthesize Knowledge, Revisit Text Organization ■ Introduce the Opinion Writing Structure; Begin Prewriting – Children will write an opinion letter telling the boy he should
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			read book they have chosen for him; Grammar – Review subject pronouns
Module 11 – Week 1	<p>Small Group/Differentiation – Materials – Small Group/Differentiation **</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer ○ Writing Corner – Students will practice sentences with the various grammar skills reviewed throughout the week. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Tabletop Minilessons: Reading ○ 37: Narrative Nonfiction ○ 12B: Author's Purpose ○ 22: Text Organization: Chronological Order ○ 23: Text Organization: Description ○ Reading Graphic Organizers ○ Author's Purpose ○ Text Organization: Chronological Order ○ Text Organization: Description 		
Module 11– Week 2	See standards above	<p>Obj. We are learning to:</p> <p>Lesson 6:</p> <ul style="list-style-type: none"> • Recognize and describe the characteristics of informational text. • Analyze texts for characteristics of informational text. • Determine the author's purpose for using specific genre features. • Language Discuss the characteristics of informational texts. <p>Lesson 7:</p> <ul style="list-style-type: none"> • Identify the topic, central idea, and relevant details in a text by using text evidence. • Language Discuss the central idea and relevant details of a text. <p>Lesson 8:</p>	<ul style="list-style-type: none"> ● Texts/Materials <ul style="list-style-type: none"> ○ Read Aloud Book <ul style="list-style-type: none"> ■ Whose Eye Am I? by Shelley Rotner ■ Amazing Plant Bodies by Ellen Lawrence ○ myBook ○ <ul style="list-style-type: none"> ■ Animal Q & A ■ Goal! by Jane Medina ■ Grand Canyon by Sara Gilbert ○ Reading Skills and Strategies

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		<ul style="list-style-type: none"> • Recognize topic, central ideas, and relevant details in a text, using supporting evidence. • Language Discuss a text's central ideas and relevant details. <p>Lesson 9:</p> <ul style="list-style-type: none"> • Identify and use text features and graphics to locate and gain information. • Determine the author's purpose for using text features and graphics. • Language Discuss similarities and differences between information provided by the words and the visuals in a text. <p>Lesson 10:</p> <ul style="list-style-type: none"> • Analyze the text features and graphics in an informational text. • Determine the author's and illustrator's purposes for using certain text features and graphics. • Write about the similarities and differences between information from the words and the visuals in a text. • Language Synthesize knowledge about informational texts. <p>Writing:</p> <ul style="list-style-type: none"> • Draft an opinion letter <p>*Review various grammar skills – adjectives, articles, nouns, complete sentences/statements</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart 	<ul style="list-style-type: none"> ■ Genre Characteristics: Informational Text ■ Central Idea ■ Text Features ■ Synthesize Knowledge ○ Focal Text – <u>I Will Not Read This Book</u> ● Activities <ul style="list-style-type: none"> ○ Lesson 6: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Informational Text ■ Analyze an opinion letter; – Review adjectives and articles ○ Lesson 7: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Topic and Central Idea ■ Discuss how to write to an audience with opinion writing; – Review adjectives ■ Lesson 8: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Topic and Central Idea ■ Review the parts of an opinion letter and draft; – Review nouns ○ Lesson 9: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Text Features ■ Draft and revise opinion letter; – Review complete sentences ○ Lesson 10: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Synthesize Knowledge: Revisit Text Features ■ Offer time to revise opinion letters with peer feedback; – Review complete statements
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<p>Module 11– 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 ○ Writing Corner – Students will practice sentences with the various grammar skills reviewed throughout the week. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Tabletop Minilessons: Reading ○ 38: Informational Text ○ 13: Central Idea ○ 20: Text Features 1 ○ 21: Text Features 2 <p>Reading Graphic Organizers</p> <ul style="list-style-type: none"> ● Text Organization ● Text Features 		
<p>Module 11 – Week 3</p>	<p>See standards above</p>	<p>Obj. We are learning to:</p> <p>Lesson 11:</p> <ul style="list-style-type: none"> • Recognize and describe the characteristics of biography. • Analyze texts for characteristics of biography. • Determine the author's purpose for using specific genre features. • Language Discuss the characteristics of a biography. <p>Lesson 12:</p> <ul style="list-style-type: none"> • Analyze a text's organization. • Determine the author's purpose for using chronological order as a text's form of organization. • Language Discuss the order of events in a text. <p>Lesson 13:</p> <ul style="list-style-type: none"> • Analyze a text's organization. • Determine the author's purpose for using chronological order as a form of text organization. • Language Discuss the order of important events in a biography. <p>Lesson 14:</p> <ul style="list-style-type: none"> • Identify and use text features and graphics to locate and gain information. • Determine the author's purpose for using text features and graphics. • Language Discuss text features and graphics in a biography. <p>Lesson 15:</p> <ul style="list-style-type: none"> • Analyze text features. • Determine the author's purpose for using text features and graphics. 	<ul style="list-style-type: none"> ● Texts/Materials <ul style="list-style-type: none"> ○ Read Aloud Book <ul style="list-style-type: none"> ■ Pelé, King of Soccer by Monica Brown ■ My Name is Gabriela by Monica Brown ■ I am Amelia Earhart by Brad Meltzer ○ Reading Skills and Strategies <ul style="list-style-type: none"> ■ Genre Characteristics: Biography ■ Text Organization ■ Text Features ■ Synthesize Knowledge ● Activities <ul style="list-style-type: none"> ○ Lesson 11: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Biography ■ Offer time to revise opinion letters with peer feedback; – Review complete exclamations ○ Lesson 12: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Text Organization ■ Edit opinion letters for mechanics and

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		<ul style="list-style-type: none"> • Synthesize knowledge about biography. • Language Discuss the author's use of text features and graphics in a biography. <p>Writing:</p> <ul style="list-style-type: none"> • Publish an opinion letter <p>*Review various grammar skills – exclamations, singular and plural nouns, sentence parts, and adjectives</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment • Teacher Observation • Turn and Talks, Think Pair Share, Active Viewing • Response to Text – Accountable Talk • KWL Chart <p>Summative Assessment: Module Assessment</p>	<p>grammar; – Review types of sentences</p> <ul style="list-style-type: none"> ○ Lesson 13: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Text Organization ■ Edit opinion letters for mechanics and grammar; – Review singular and plural nouns ○ Lesson 14: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Text Features ■ Publish opinion letters for mechanics and grammar; – Review sentence parts ○ Lesson 15: <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Synthesize knowledge: Revisit Text Features ■ Share opinion letters for mechanics and grammar; – Review adjectives
Module 11 – Week 3 **	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer ○ Writing Corner – Students will practice sentences with the various grammar skills reviewed throughout the week. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Tabletop Minilessons: Reading ○ 39: Biography ○ 22: Text Organization ○ 20: Text Features 1 ○ 21: Text Features 2 ○ Reading Graphic Organizers 		

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| | <ul style="list-style-type: none">○ Text Organization○ Text Features |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)