

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

First Grade – Unit/Module 12 – Genre Study – Fiction

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 12:

In this module, children will study fictional texts through the focus of realistic fiction, folktale, and fantasy fiction.

Essential Question: ***What are the characteristics of realistic fiction, folktales, and fantasy fiction?***

Week 1: What are the characteristics of realistic fiction?

Week 2: What are the characteristics of folktales?

Week 3: What are the characteristics of fantasy?

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

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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.
- **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
<p>Module 12 – Week 1</p>	<p>See standards above</p>	<p>Obj. We are learning to:</p> <p>Lesson 1</p> <ul style="list-style-type: none"> ● Recognize and describe the characteristics of realistic fiction. ● Analyze texts for characteristics of realistic fiction. ● Determine the author’s purpose for using specific genre features. ● Language Discuss the characteristics of realistic fiction. <p>Lesson 2</p> <ul style="list-style-type: none"> ● Recognize the plot elements that make up a story’s structure. ● Language Discuss the problem, events, and resolution in a story. <p>Lesson 3</p> <ul style="list-style-type: none"> ● Recognize the plot elements that make up a story’s structure. ● Language Discuss the problem, events, and resolution in a story. <p>Lesson 4</p> <ul style="list-style-type: none"> ● Identify the narrator and point of view of a story, using evidence from the text and pictures. 	<ul style="list-style-type: none"> ● Texts/Materials <ul style="list-style-type: none"> ○ Read Aloud Book <ul style="list-style-type: none"> ■ Suki’s Kimono by Chieri Uegaki ■ Maybe Something Beautiful by F. Isabel Campoy and Theresa Howell ○ myBook <ul style="list-style-type: none"> ■ The Nest by Carole Roberts ■ My School Trip by Aly G. Mays ■ Sky Color by Peter H. Reynolds ○ Reading Skills and Strategies <ul style="list-style-type: none"> ■ Genre Characteristics: Realistic Fiction ■ Story Structure ■ Point of View ■ Synthesize Knowledge ○ Focal Text –<u>Big Bad Bubble</u> ● Activities <ul style="list-style-type: none"> ○ Lesson 1: The Nest <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Realistic Fiction ■ Introduce the Focal Text; Grammar – Review Commands

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		<ul style="list-style-type: none"> • Discuss the author’s purpose for using first- or third-person narrators in a story. • Language Discuss first- and third-person texts. <p>Lesson 5</p> <ul style="list-style-type: none"> • Identify the narrator and point of view of a story, using evidence from the text and pictures. • Discuss the author’s purpose for using a first- or third-person narrator in a story. • Synthesize knowledge about realistic fiction. • Language Discuss first- and third-person texts. <p>Writing:</p> <ul style="list-style-type: none"> • Choose a topic for an opinion essay <p>*Review various grammar skills – commands, subjects, verbs,</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"> ○ Lesson 2: Suki’s Kimono <ul style="list-style-type: none"> ■ Teach and apply: Focus on Genre: Story Structure ■ Explore the Focal Text; Grammar – Review Subjects and Verbs ○ Lesson 3: Maybe Something Beautiful <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Story Structure ■ Reread the Big Bad Bubble – focus on words that express opinions and feelings: Review Verbs and Time ○ Lesson 4: Sky Color <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Point of View ■ Review the opinion writing prompt, brainstorm topics for opinion writing; Review spelling words with the following endings, -2, -3s, and -ing ○ Lesson 5: My School Trip <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Synthesize Knowledge, Revisit Point of View ■ Plan the opinion writing; Review how to correctly write questions
<p>Module 12 – 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 ○ 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 ○ • 40: Realistic Fiction ○ • 17: Story Structure ○ • 19: Point of View 		

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	<ul style="list-style-type: none"> ○ Reading Graphic Organizers ○ • Story Structure ○ • Point of View 		
<p>Module 12– Week 2</p>	<p>See standards above</p>	<p>Obj. We are learning to:</p> <p>Lesson 6</p> <ul style="list-style-type: none"> • Recognize and describe the characteristics of folktales. • Analyze texts for characteristics of folktales. • Determine the author’s purpose for using specific genre features in folktales. • Language Discuss the characteristics of folktales. <p>Lesson 7</p> <ul style="list-style-type: none"> • Describe characters and the reasons for their actions, using evidence from the text and pictures. • Language Explain the reasons for a character’s actions. <p>Lesson 8</p> <ul style="list-style-type: none"> • Use evidence from the text and pictures to describe characters and the reasons for their actions. • Language Discuss story characters and the reasons for their actions. <p>Lesson 9</p> <ul style="list-style-type: none"> • Identify the topic and theme of a folktale. • Identify and explain the moral of a text. • Discuss how the topic and theme support the author’s purpose. • Language Discuss the theme of a story using new and basic academic language. <p>Lesson 10</p> <ul style="list-style-type: none"> • Use evidence from the text and pictures to identify a folktale’s topic and theme. • Discuss how the topic and theme support the author’s purpose. • Identify and explain the moral of a text. • Synthesize knowledge about folktales. 	<ul style="list-style-type: none"> ● Texts/Materials <ul style="list-style-type: none"> ○ Read Aloud Book <ul style="list-style-type: none"> ■ The Great Ball Game by Joseph Bruchac Big Book ■ Chicken Little by Rebecca and Ed Emberley ○ myBook <ul style="list-style-type: none"> ■ Blue Bird and Coyote by James Bruchac ■ The Talking Vegetables by Won-Ldy Paye and Margaret H. Lippert ○ Reading Skills and Strategies <ul style="list-style-type: none"> ■ Genre Characteristics: Folktales ■ Characters ■ Theme ■ Synthesize Knowledge ○ Focal Text –Big Bad Bubble ● Activities <ul style="list-style-type: none"> ○ Lesson 6: Chicken Little <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Folktale ■ Begin draft of the opinion essay; Grammar – Review compound questions and statements ○ Lesson 7: Blue Bird and Coyote <ul style="list-style-type: none"> ■ Teach and apply: Focus on Genre: Characters ■ Focus on the audience while writing; Grammar – Review names of months, days, and holidays ○ Lesson 8: The Talking Vegetables <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Characters ■ Focus on the conclusion while writing; Grammar – Review future tense

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		<ul style="list-style-type: none"> • Language Discuss a story's topic and theme. <p>Writing:</p> <ul style="list-style-type: none"> • Draft and revise an opinion essay <p><i>*Review various grammar skills – compound questions and statements, names of months, days, and holidays, future tense, prepositions and prepositional phrases, and adjectives that compare</i></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"> ○ Lesson 9: The Great Ball Game <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Theme ■ Use the Revisions anchor chart – Begin revising essays and hold writing conferences; Grammar – Review prepositions and prepositional phrases ○ Lesson 10: Blue Bird and Coyote <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Synthesize Knowledge, Revisit Theme ■ Hold writing conferences; continued revision; Grammar – Review adjectives that compare
<p>Module 12– 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 ○ • 41: Folktales ○ • 16: Characters ○ • 18: Theme ○ Reading Graphic Organizers ○ • Characters ○ • Theme 		
<p>Module 12 – 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 fantasy. • Analyze texts for characteristics of fantasy. • Determine the author's purpose for using specific genre 	<ul style="list-style-type: none"> • Texts/Materials <ul style="list-style-type: none"> ○ Read Aloud Book <ul style="list-style-type: none"> ■ Ol' Mama Squirrel by David Ezra Stein ■ Red Knit Cap Girl and the Reading Tree by Naoko Stoop

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		<p>features.</p> <ul style="list-style-type: none"> • Language Discuss the characteristics of a fantasy. <p>Lesson 12</p> <ul style="list-style-type: none"> • Use evidence from the text and pictures to identify and describe the setting of a fantasy story. • Language Share information about the setting using describing words. <p>Lesson 13</p> <ul style="list-style-type: none"> • Identify and describe the setting of a fantasy story, using evidence from the text and pictures. • Language Share information about the setting using describing words. <p>Lesson 14</p> <ul style="list-style-type: none"> • Identify and describe plot elements that make up a story's structure. • Discuss how story structure supports the author's purpose. • Language Discuss the problem, events, and resolution in a story. <p>Lesson 15</p> <ul style="list-style-type: none"> • Identify the plot elements that make up a story's structure. • Discuss how story structure supports the author's purpose. • Synthesize knowledge about fantasy. • Language Discuss the problem, events, and resolution of a story. <p>Writing:</p> <ul style="list-style-type: none"> • Publish an opinion essay <p><i>*Review various grammar skills – pronouns I and me, the verb be, indefinite pronouns, contractions, and adverbs</i></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"> ○ myBook <ul style="list-style-type: none"> ■ A Big Guy Took My Ball! by Mo Willems ■ Sam & Dave Dig a Hole by Mac Barnett ■ Interrupting Chicken by David Ezra Stein ○ Reading Skills and Strategies <ul style="list-style-type: none"> ■ Genre Characteristics: Fantasy ■ Setting ■ Story Structure ■ Synthesize Knowledge ● Activities <ul style="list-style-type: none"> ○ Lesson 11: Ol' Mama Squirrel <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Fantasy ■ Hold writing conferences; continued revision; Grammar – Review adverbs ○ Lesson 12: Interrupting Chickens <ul style="list-style-type: none"> ■ Teach and apply: Focus on Genre: Fantasy ■ Hold writing conferences; continued revision; Grammar – Review the verb be ○ Lesson 13: Sam and Dave Dig a Hole <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Setting ■ Hold writing conferences; continued revision; Grammar –Review indefinite pronouns ○ Lesson 14: Brontorina <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Revisit Setting ■ Publish and share essays; Grammar –Review contractions ○ Lesson 15: Brontorina <ul style="list-style-type: none"> ■ Teach and Apply: Focus on Genre: Synthesize Knowledge, Revisit Story Structure ■ Publish and share essays; Grammar –Review adverbs
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	Summative Assessment: Module Assessment	
<p>Module 12 – 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 ○ 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 ○ • 42: Fantasy ○ • 11: Setting ○ • 17: Story Structure ○ Reading Graphic Organizers ○ • Setting ○ • Story Structure 	

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

[ELA Enduring Understanding Statements](#)