

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

### Fifth Grade – Unit/Module 1 –

#### 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.

ision will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local ssing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive nces that motivate, challenge and inspire children to learn.

#### Unit/Module Overview

In Module 1:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about inventors. A genre focus on informational text provides students with opportunities to identify the author's purpose, central ideas, and text structure in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and science fiction/fantasy to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems.

Essential Question: What kinds of circumstances push people to create new inventions?

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

##### **L.RF.5.4.A**

Read grade-level text with purpose and understanding.

##### **RI.PP.5.5**

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

##### **RI.IT.5.3**

Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

##### **RI.CI.5.2**

Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

##### **RI.CR.5.1**

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Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

### **RL.MF.5.6**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 1 – Week 1</b>	<ul style="list-style-type: none"> <li>● <b>L.RF.5.4.A</b></li> <li>● Read grade-level text with purpose and understanding.</li> <li>● <b>RI.PP.5.5</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.</li> <li>● <b>RI.IT.5.3</b> Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.</li> <li>● <b>RI.CI.5.2</b> Determine the central idea of an informational text and explain how it is</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Decode: Short Vowels</li> <li>● Spelling: Words with Short Vowels</li> <li>● Fluency: Reading Rate</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz- <ul style="list-style-type: none"> <li>○ <u>Government Must Fund Inventors</u></li> <li>○ <u>The Inventor's Secret</u></li> </ul> </li> <li>● Comprehension: Central Idea, Summarize, Author's Purpose, Point of View</li> <li>● Generative</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts <ul style="list-style-type: none"> <li>○ <u>Government Must Fund Inventors</u></li> <li>○ <u>The Inventor's Secret</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Newsletter for Module 1</li> <li>○ Get Curious Video – Morning Miracles</li> <li>○ Teacher Read-Aloud- A High Quality Inventor; Train Talk</li> <li>○ Big Book/Teacher Pal- <u>Government Must Fund Inventors</u></li> </ul> </li> <li>● <u>The Inventor's Secret</u> <ul style="list-style-type: none"> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Charts – Central Idea, Summarize, Text and Graphic Features, Text Structure, Content-Area Words41</li> <li>○ Vocabulary Cards – Critical Vocabulary: <b><i>luminous, transparent, reflect, illuminates, judge</i></b> . Big Idea Words- <b><i>perception, aroma, distinguished, tactile</i></b></li> <li>○ wisdom</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background</li> </ul> </li> </ul>

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	<p>supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>● <b>RI.CR.5.1</b> Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</li> <li>● <b>RL.MF.5.6</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> </ul>	<p>Vocabulary: Latin Root <i>lumin</i></p> <ul style="list-style-type: none"> <li>● Vocabulary Strategy: Context Clues</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> <li>● Spelling Quiz</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ Listening Comprehension</li> <li>○ Write a response</li> <li>○ Speaking and Listening</li> </ul>
<b>Module 1 – Week 1</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students create and present an advertisement for a sensory invention</li> </ul> <p style="text-align: center;">■ Week 1: Brainstorm and Research</p>		
<b>Module 1 – Week 2</b>	<ul style="list-style-type: none"> <li>● <b>L.RF.5.4.A</b></li> <li>● Read grade-level text with purpose and understanding.</li> <li>● <b>RI.PP.5.5</b> Analyze multiple accounts of the same event or</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language while reading the stories.</li> <li>● Identify characters and setting in a story.</li> <li>● Match pictures to text.</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts <ul style="list-style-type: none"> <li>○ <i>Winds of Hope</i></li> <li>○ <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> </ul> </li> </ul>

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	<p>topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.</p> <ul style="list-style-type: none"> <li>● <b>RI.IT.5.3</b> Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.</li> <li>● <b>RI.CI.5.2</b> Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</li> <li>● <b>RI.CR.5.1</b> Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</li> <li>● <b>RL.MF.5.6</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> </ul>	<ul style="list-style-type: none"> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Understand the meaning of new vocabulary</li> <li>● Decoding: Long a and e</li> <li>● Spelling: Words with Long a and e</li> <li>● Fluency: Accuracy and Self-Correction</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – <b><i>Winds of Hope and Wheelchair Sports: Hang Glider to Wheeler-Dealer</i></b></li> <li>● Comprehension: Monitor and Clarify, Text Structure, Central Idea</li> <li>● Generative Vocabulary: Greek Root photo; Latin Roots aud and vis</li> <li>● Vocabulary Strategy: Context Clues</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>○ Get Curious Video</li> <li>○ Read Aloud</li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Monitor and Clarify, Text Structure, Central Idea</li> <li>○ Vocabulary Cards – Power Words: <b><i>irrigate, inspector, photographed, prestigious auditorium, impoverished, maneuver, specialized, elite, objective, traditional</i></b></li> <li>○ Knowledge Maps</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● View and Respond to Get Curious Video</li> <li>● Build Background Knowledge</li> <li>● Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>● Listening Comprehension</li> <li>● Write a response</li> <li>● Speaking and Listening</li> </ul>
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<p><b>Module 1 – Week 2</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students create and present an advertisement for a sensory invention</li> </ul> <p style="text-align: center;">■ Week 2- Write and Create</p>		
<p><b>Module 1 – Week 3</b></p>	<ul style="list-style-type: none"> <li>● <b>L.RF.5.4.A</b></li> <li>● Read grade-level text with purpose and understanding.</li> <li>● <b>RI.PP.5.5</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.</li> <li>● <b>RI.IT.5.3</b> Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.</li> <li>● <b>RI.CI.5.2</b></li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language while reading the story, <b><i>Captain Aresnio</i></b></li> <li>● Identify characters and setting in a story.</li> <li>● Match pictures to text.</li> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Understand the meaning of new vocabulary</li> <li>● Decoding: Long i and o</li> <li>● Spelling: Words with Long i, Long o</li> <li>● FLuency: Phrasing</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>○ Read Aloud Big Book – <b><i>Captain Arsenio</i></b></li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Get Curious Video</li> <li>○ Read Aloud- <b><i>Captain Arsenio</i></b></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Make Inferences, Literary Elements, Author's Craft, Author's Purpose</li> <li>○ Vocabulary Cards – <b><i>passionate, impulse, contribution, distinguished, eccentric, circumstances, evidently, acceleration, prototype, conceived</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> </ul> </li> <li>Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Author and Illustrator; Reread to Notice Details;</li> </ul> </li> </ul>

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	<p>Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>● <b>RI.CR.5.1</b> Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</li> <li>● <b>RL.MF.5.6</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Assessment – Selection Quiz: <b><i>Captain Arsenio</i></b></li> <li>● Comprehension: Make Inferences, Literary Elements, Author's Craft, Author's Purpose</li> <li>● Generative Vocabulary: Greek Roots auto, bio; Prefixes ir-, il-</li> <li>● Vocabulary Strategy: Reference Materials</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>Characters and Setting; Match Pictures to Text – Use echo reading</p> <ul style="list-style-type: none"> <li>○ Listening Comprehension</li> </ul>
<b>Module 1 – Week 3</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> <li>○ Research/Inquiry Project – Students create and present an advertisement for a sensory invention</li> </ul> <p style="text-align: center;">■ Week 3- Practice and Present</p>		

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