

## Fifth Grade – Unit/Module 2 –

### 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 initiatives addressing the individual needs 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 they serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### Unit/Module Overview

In Module 2:  
In this module, students will listen to, read, and view a variety of texts and media that present them with different ways to tell a story. A genre focus on fiction provides students with opportunities to identify characters, setting, plot, and conflict in order to better understand unfamiliar texts. Students will also encounter poetry, myth, and fantasy/adventure to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that the elements of a great story can be found in literature of all genres.

Essential Question: How does genre affect the way a story is told?

### Standards Covered in Current Unit/Module

Related Standards and Learning Goals
<p><b>L.RF.5.4.A</b></p> <p>Read grade-level text with purpose and understanding.</p> <p><b>RL.MF.5.6</b></p> <p>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).</p> <p><b>RL.CR.5.1</b></p> <p>Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RL.IT.5.3</b></p> <p>Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p> <p><b>L.KL.5.1.C</b></p> <p>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><b>L.VI.5.3.A</b></p> <p>Interpret figurative language, including similes and metaphors, in context.</p>

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Module 2 – Week 1</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>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> <li>● <b>RL.CR.5.1</b> Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</li> <li>● <b>RL.IT.5.3</b> Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or</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: Words with /oo/, /yoo/</li> <li>● Spelling: Words with /oo/, /yoo/</li> <li>● Fluency: Expression</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>Many Ways to Tell a Story</u></li> <li>○ <u>Airborn</u></li> </ul> </li> <li>● Comprehension: Text and Graphic Features, Synthesize, Literary Elements, Figurative Language, Characters</li> <li>● Generative Vocabulary: Prefixes un-, non-, dis-; Suffixes -y, -ly/-ily</li> <li>● Vocabulary Strategy:</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts <ul style="list-style-type: none"> <li>○ <u>Many Ways to Tell a Story</u></li> <li>○ <u>Airborn</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Newsletter for Module 1</li> <li>○ Get Curious Video – Lena and the Lonely Peony: A Story Told in Three Genres</li> <li>○ Teacher Read-Aloud: From Mouth to Page; The Gift of a Story</li> <li>○ Big Book/Teacher Pal-</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Anchor Charts – Text and Graphic Features, Synthesize, Literary Elements, Figurative Language, Characters</li> <li>○ Vocabulary Cards – Critical Vocabulary: <b><i>panic, favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies.</i></b> Big Idea Words- <b><i>prose, dialogue, climax, foreword</i></b></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; 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> </li> </ul>

	<p>more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p> <ul style="list-style-type: none"><li>● <b>L.KL.5.1.C</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li><li>● <b>L.VI.5.3.A</b> Interpret figurative language, including similes and metaphors, in context.</li></ul>	<p>Antonyms/Synonyms</p> <ul style="list-style-type: none"><li>● Response to Text – Accountable Talk</li><li>● KWL Chart</li><li>● Spelling Quiz</li></ul>	
<b>Module 2 – 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 work in groups to create a proposal for a film adaption of one of the Module 2 myBook selections.</li></ul> <p>■ Week 1: Brainstorm and Research</p>		

Module 2 – Week 2	<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>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> <li>● <b>RL.CR.5.1</b> Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</li> <li>● <b>RL.IT.5.3</b> Analyze the impact of two or more individuals and events</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> <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: Words with /ou/, /o/, /oi/</li> <li>● Spelling: Words with /ou/, /o/, /oi/</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 – <i>The Secret Garden</i> and <i>The Miracle of Spring</i></li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts <ul style="list-style-type: none"> <li>○ <i>The Secret Garden</i></li> <li>○ <i>The Miracle of Spring</i></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <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 – Visualize, Literary Elements, Elements of Drama, Figurative Language</li> <li>○ Vocabulary Cards – Power Words: <b><i>mysterious, matted, tendrils, fastenings, awakening, witness, presiding, attempted, restrain, contempt</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> </ul> <p>Activities</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>

	<p>throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p> <ul style="list-style-type: none"> <li>● <b>L.KL.5.1.C</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> <li>● <b>L.VI.5.3.A</b> Interpret figurative language, including similes and metaphors, in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehension: Visualize, Literary Elements, Elements of Drama, Figurative Language</li> <li>● Generative Vocabulary: Prefixes re-, pre-, post-, fore-</li> <li>● Vocabulary Strategy: Antonyms and Synonyms</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>	
<b>Module 2 – Week 2</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> </ul>		

	<ul style="list-style-type: none"> <li>○ Research/Inquiry Project – Students work in groups to create a proposal for a film adaption of one of the Module 2 myBook selections. <ul style="list-style-type: none"> <li>■ Week 2- Write and Create</li> </ul> </li> </ul>		
<b>Module 2 – Week 3</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>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> <li>● <b>RL.CR.5.1</b> Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</li> <li>● <b>RL.IT.5.3</b> Analyze the impact of two or more individuals and events</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</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: r-controlled Vowels /or/, /ar/</li> <li>● Spelling: r-controlled Vowels /or/, /ar/</li> <li>● FLuency: Intonation</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Selection Quiz: <b><i>The Poem That Will Not End</i></b></li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Big Book – <b><i>The Poem That Will Not End</i></b></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Get Curious Video</li> <li>○ Read Aloud- <b><i>he Poem That Will Not End</i></b></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Anchor Chart – Ask and Answer questions, Elements of Poetry, Author’s Purpose, Theme</li> <li>○ Vocabulary Cards – <b><i>seized, hesitate, watchful, scrawled, ditty, refrain, restless</i></b></li> <li>○ Knowledge Maps</li> </ul> </li> </ul> <p>Activities</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> </ul>

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<b>Module 2 – 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> </ul>		



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|  | <ul style="list-style-type: none"><li>○ Research/Inquiry Project – Students work in groups to create a proposal for a film adaption of one of the Module 2 myBook selections.<ul style="list-style-type: none"><li>■ Week 3- Practice and Present</li></ul></li></ul> |
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)