

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

### Fifth Grade – Unit/Module 3 –

#### 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.

Instruction will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local district policies, addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, including the 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 3:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about natural disasters. A genre focus on informational text provides students with opportunities to identify central ideas, summarize events, and to ask and answer questions in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and persuasive text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about the causes of different types of natural disasters.

Essential Question: How can learning about natural disasters make us safer?

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

**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).

**RL.CR.5.1**

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

**L.KL.5.1.C**

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.VI.5.3.A**

Interpret figurative language, including similes and metaphors, in context.

**RI.CR.5.1**

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

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when drawing inferences from the text.

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 3 – Week 1</b>	<ul style="list-style-type: none"> <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>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> <li>● <b>RI.CR.5.1</b> Quote accurately from an informational text when explaining what</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: r-Controlled Vowels /ur/, /ir/</li> <li>● Spelling: Words with /ur/, /ir/</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>Who Studies Natural Disasters?</u></li> <li>○ <u>Eruption! Volcanoes and the Science of Saving Lives</u></li> </ul> </li> <li>● Comprehension: Author's Craft, Make and Confirm Predictions, Text Structure, Figurative Language, Content-Area Words</li> <li>● Generative Vocabulary: Greek Rootsg raph/gram; Latin Roots rupt, fer</li> <li>● Vocabulary Strategy: Multiple Meaning Words</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts <ul style="list-style-type: none"> <li>○ <u>Who Studies Natural Disasters?</u></li> <li>○ <u>Eruption! Volcanoes and the Science of Saving Lives</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Newsletter for Module 1</li> <li>○ Get Curious Video – Nature's Dark Side</li> <li>○ Teacher Read-Aloud: Help Is on the Way</li> <li>○ Big Book/Teacher Pal-</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Charts – Author's Craft, Make and Confirm Predictions, Text Structure, Figurative Language, Content-Area Words</li> <li>○ Vocabulary Cards – Critical Vocabulary: <b><i>seismographs, evacuation, reservoir, conferring, consequences, widespread, alarming, victim.</i></b> Big Idea Words- <b><i>notable, spontaneous, tremor, hazard</i></b></li> </ul> </li> </ul>

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	<p>the text says explicitly and make relevant connections when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <li>● Spelling Quiz</li> </ul>	<ul style="list-style-type: none"> <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><b>Module 3 – Week 1</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 will create a safety pamphlet with information about how to stay during natural disasters                             <ul style="list-style-type: none"> <li>■ Week 1: Brainstorm and Research</li> </ul> </li> </ul>		
<p><b>Module 3 – Week 2</b></p>	<ul style="list-style-type: none"> <li>● <b>RL.MF.5.6</b> Analyze how visual and multimedia elements contribute to the meaning, tone,</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> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts                             <ul style="list-style-type: none"> <li>○ <i>Between the Glacier and the Sea: The Alaska Earthquake</i></li> <li>○ <i>Quaking Earth, Racing Waves</i></li> </ul> </li> </ul>

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	<p>or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <ul style="list-style-type: none"> <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>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> <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> </ul>	<ul style="list-style-type: none"> <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: Compound Words</li> <li>● Spelling: Compound Words</li> <li>● Fluency: Phrasing</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – <i>Between the Glacier and the Sea: The Alaska Earthquake and Quaking Earth, Racing Waves</i></li> <li>● Comprehension: Summarize, Media Techniques, Author's Craft, Central Idea</li> <li>● Generative Vocabulary: Greek Root geo; Suffixes -logy, -logist</li> <li>● Vocabulary Strategy: Multiple-Meaning 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>● 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 – Summarize, Media Techniques, Author's Craft, Central Idea</li> <li>○ Vocabulary Cards – Power Words: <i>prior, magnitude, literally, maintenance, parallel, lateral, destruction, triggered, thrust, radiate, modified</i></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>
<b>Module 3 – 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>		

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	<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 will create a safety pamphlet with information about how to stay during natural disasters <ul style="list-style-type: none"> <li>■ Week 2- Write and Create</li> </ul> </li> </ul>		
<b>Module 3 – Week 3</b>	<ul style="list-style-type: none"> <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>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> <li>● <b>RI.CR.5.1</b></li> <li>● Quote accurately from an informational text when explaining what</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: VCCV Syllable Division Pattern</li> <li>● Spelling: VCCV Syllable Division Pattern</li> <li>● FLuency: Reading Rate</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Selection Quiz: <b><i>Hurricanes: The Science Behind Killer Storms</i></b></li> <li>● Comprehension: Ask and Answer Questions, Text and Graphic Features, Content-Area Words, Text Structure</li> <li>● Generative Vocabulary: Prefixes inter-,</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Big Book – <b><i>Hurricanes: The Science Behind Killer Storms</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>Hurricanes: The Science Behind Killer Storms</i></b></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart – Ask and Answer Questions, Text and Graphic Features, Content-Area Words, Text Structure</li> <li>○ Vocabulary Cards – <b><i>surge, eventually, regions, mobile, anchored, foundations, category, track</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;</li> </ul>

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	the text says explicitly and make relevant connections when drawing inferences from the text.	<p>come-/con-/cor-</p> <ul style="list-style-type: none"> <li>● Vocabulary Strategy: Antonyms/Synonyms</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 3 – 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 will create a safety pamphlet with information about how to stay during natural disasters <ul style="list-style-type: none"> <li>■ Week 3- Practice and Present</li> </ul> </li> </ul>		

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