

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fifth Grade – Unit/Module 5 –

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 5:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the Earth. A genre focus on persuasive text provides students with opportunities to identify the author's purpose and audience, in order to better understand unfamiliar texts. Students will also encounter realistic fiction, drama, and informational text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that there are many ways to protect the future of the world around us.

Essential Question: How can caring for the Earth and its living things improve life now and in the future?

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 when drawing inferences from the text.

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

| Unit/Module Weekly Learning Activities and Pacing Guide | | | |
|---|---|---|---|
| 1-15 Days | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
| Module 5 – Week 1 | <ul style="list-style-type: none"> ● 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 | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Share information and ideas about a topic under discussion. ● Ask relevant questions to clarify information. ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Decode: VCV Syllable Division Pattern ● Spelling: Words with VCV Syllable Division Pattern ● Fluency: Intonation <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <ul style="list-style-type: none"> ○ <u>Reasons for Westward Expansion</u> ○ <u>Explore the Wild West</u> ● Comprehension: Text Structure, Synthesize, Central Idea, Author's Craft ● Generative Vocabulary: Prefix mid-; Suffixes -al, -ic; Greek Roots homo, hetero ● Vocabulary Strategy: Homophones/Homographs ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz | <ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <u>Reasons for Westward Expansion</u> ○ <u>Explore the Wild West</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Newsletter for Module 4 ○ Get Curious Video – Life in the Wild West ○ Teacher Read-Aloud: Houses of Dirt ○ Big Book/Teacher Pal- ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Text Structure, Synthesize, Central Idea, Author's Craft ○ Vocabulary Cards – Critical Vocabulary: <i>knowledge, posts, hardships, patriotic, slogans, handy, typical, consisted</i> Big Idea Words- <i>native epic, midland, victory</i> ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension ○ Write a response ○ Speaking and Listening |

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

| | | | |
|--------------------------|--|---|--|
| | <p>figurative language, including similes and metaphors, in context.</p> <ul style="list-style-type: none"> ● RI.CR.5.1 Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. | | |
| Module 5 – Week 1 | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Mini Lessons ○ ELL Tabletop Mini Lessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students create travel brochures about the Old West that encourage people of that time period to migrate West. <ul style="list-style-type: none"> ■ Week 1: Brainstorm and Research | | |
| Module 5 – Week 2 | <ul style="list-style-type: none"> ● RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language while reading the stories. ● Identify characters and setting in a story. ● Match pictures to text. ● Share information and ideas | <ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>The Celestials' Railroad</i> ○ <i>Homesteading</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video |

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

| | | | |
|--|--|---|---|
| | <p>tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <ul style="list-style-type: none"> ● 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 | <p>about a topic under discussion.</p> <ul style="list-style-type: none"> ● Ask relevant questions to clarify information. ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Understand the meaning of new vocabulary ● Decoding: VCCCV Syllable Division Pattern ● Spelling: Words with VCCCV Syllable Division Pattern ● Fluency: Accuracy and Self-Correction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – <i>The Celestial's Railroad and Homesteading</i> ● Comprehension: Monitor and Clarify, Central Idea, Text Structure, Media Techniques ● Generative Vocabulary: Prefix trans-; Suffixes -ous, -ious; Latin Root circum ● Vocabulary Strategy: Homographs and Homophones ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart | <ul style="list-style-type: none"> ○ Read Aloud ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Monitor and Clarify, Central Idea, Text Structure, Media Techniques ○ Vocabulary Cards – Power Words: <i>celestial, complaint, employed, sacrifice, homestead, primary, domain, residence, ideology</i> ○ Knowledge Maps <p>Activities</p> <ul style="list-style-type: none"> ● View and Respond to Get Curious Video ● Build Background Knowledge ● Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ● Listening Comprehension ● Write a response ● Speaking and Listening |
|--|--|---|---|

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

| | | | |
|--------------------------|---|---|--|
| | make relevant connections when drawing inferences from the text. | | |
| Module 5 – Week 2 | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Mini Lessons ○ ELL Tabletop Mini Lessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students create travel brochures about the Old West that encourage people of that time period to migrate West. <ul style="list-style-type: none"> ■ Week 2- Write and Create | | |
| Module 5 – Week 3 | <ul style="list-style-type: none"> ● 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 | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language while reading the story ● Identify characters and setting in a story. ● Match pictures to text. ● Share information and ideas about a topic under discussion. ● Ask relevant questions to clarify information. ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Understand the meaning of new vocabulary ● Decoding: VV Syllable Division Pattern ● Spelling: Words with VV Syllable Division Pattern ● Fluency: Expression <p>Suggested Formative Assessment(s):</p> | <ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud Big Book – <i>A Pioneer Sampler</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Get Curious Video ○ Read Aloud ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart –Retell, Literary Elements, Point of View, Varieties of English ○ Vocabulary Cards – <i>frolics, stubble, indispensable, dainty, plod, oblivious, proportions, regaled, thresh</i> ○ Knowledge Maps <p>Activities</p> <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video |

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

| | | | |
|--------------------------|---|--|--|
| | <p>when drawing inferences from the text.</p> <ul style="list-style-type: none"> ● 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 when drawing inferences from the text. | <ul style="list-style-type: none"> ● Weekly Assessment – Selection Quiz: <i>A Pioneer Sampler</i> ● Comprehension: Retell, Literary Elements, Point of View, Varieties of English ● Generative Vocabulary: Prefixes mis-, mal-; Suffixes -able, -ible ● Vocabulary Strategy: Multiple-Meaning Words ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart | <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension |
| Module 5 – Week 3 | <p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Mini Lessons ○ ELL Tabletop Mini Lessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students create travel brochures about the Old West that encourage | | |

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

people of that time period to migrate West.

- Week 3- Practice and Present

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