

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fifth Grade – Unit/Module 6 –

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 6:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about how people create and share different art forms. A genre focus on biography provides students with opportunities to identify central ideas, point of view, author's craft, figurative language, and literary elements in order to better understand unfamiliar texts.

Students will also encounter realistic fiction and procedural text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about the powerful impact of various art forms.

Essential Question: How do different art forms impact people in different ways?

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.

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Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 6 – 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 figurative language, including similes 	<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: Recognize Base Words with Spelling Changes ● Spelling: Changing Final y to i ● Fluency: Accuracy and Self-Correction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <ul style="list-style-type: none"> ○ <u>Let's Get Creative</u> ○ <u>Christo and Jeanne-Claude</u> ● Comprehension: Author's Craft, Make Inferences, Central Idea, Text Structure ● Generative Vocabulary: Latin Root struct; Prefix de-; Suffixes -ion, -ism ● Vocabulary Strategy: Reference Materials ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <u>Let's Get Creative</u> ○ <u>Christo and Jeanne-Claude</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Newsletter for Module 6 ○ Get Curious Video – The World Around Us ○ Teacher Read-Aloud: Andy Warhol and Georgia O'Keeffe ○ Big Book/Teacher Pal- ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Author's Craft, Make Inferences, Central Idea, Text Structure ○ Vocabulary Cards – <i>gracing, controversy, skeptical, manufactured, incorporated, persistence, ambitious, ingenious, opinion, traversed</i> Critical Vocabulary: Big Idea Words- <i>classic, tribute, striking, provoking</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

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	<p>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 6 – 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 write a brief biography of an artist and create and present a piece of art in the artist's style. <ul style="list-style-type: none"> ■ Week 1: Brainstorm and Research 		
Module 6 – Week 2	<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, 	<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 about a topic under discussion. ● Ask relevant questions to clarify 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>Rita Moreno</i> ○ <i>Play, Louis, Play!</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video ○ Read Aloud ○ myBook ○ Know It, Show It

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	<p>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 make relevant connections when drawing 	<p>information.</p> <ul style="list-style-type: none"> ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Understand the meaning of new vocabulary ● Decoding: Suffixes -ful, -ly, -less, -ness, -ment ● Spelling: Words with Syllable Suffixes -ful, -ly, -less, -ness, -ment ● Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Rita Moreno and PLayer, Louis, Play! ● Comprehension: Visualize, Literary Elements, Point of View, Author's Purpose ● Generative Vocabulary: Prefixes super- and micro- ● Vocabulary Strategy: Reference Materials ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ Teacher's Guide ○ Anchor Chart – Visualize, Literary Elements, Point of View, Author's Purpose ○ Vocabulary Cards – Power Words: exposure, willful, stereotypical, authentic, discriminatory, bars, contagious, fever, duets, solos ○ 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
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	inferences from the text.		
Module 6 – 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 write a brief biography of an artist and create and present a piece of art in the artist's style.<ul style="list-style-type: none">■ Week 2- Write and Create		

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Module 6 – Week 3

- **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

Obj. We are learning to:

- 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: Words from Other Languages
- Spelling: Words from Other Languages
- Fluency: Expression

Suggested Formative Assessment(s):

- Weekly Assessment – Selection Quiz: *Phillis's Big Test*
- Comprehension: Ask and Answer Questions, Theme, Literary Elements, Figurative Language
- Generative Vocabulary: Suffixes -ant/-ent; Latin Roots port, duc/duct
- Vocabulary Strategy: Analogies
- Turn and Talks, Think Pair Share
- Response to Text – Accountable Talk
- KWL Chart

- Texts
 - Read Aloud Big Book –Phillis's Big Test
- Materials – Whole Group
 - Get Curious Video
 - Read Aloud
 - myBook
 - Know It, Show It
 - Teacher's Guide
 - Anchor Chart – Ask and Answer Questions, Theme, Literary Elements, Figurative Language
 - Vocabulary Cards – ***consented, sheaf, outcome, homeland, advised, content, testifying***
 - Knowledge Maps

Activities

- 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

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	<p>accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p>		
Module 6 – 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 write a brief biography of an artist and create and present a piece of art in the artist's style. <ul style="list-style-type: none"> ■ Week 3- Practice and Present 		

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