

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fifth Grade – Unit/Module 7 –

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 7:

In this module, students will listen to, read, and view a variety of texts and media that present them with information about exploration. A genre focus on autobiography provides students with opportunities to identify author's craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Students will also encounter informational text, persuasive text, science fiction, and narrative nonfiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about exciting land, sea, and space discoveries.

Essential Question: What role does curiosity play in exploration?

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
Module 7 – 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 	<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: Final Stable Syllables -ain, -ture, -sure ● Spelling: Words with Final /n/ or /en/, /cher/, /zher/ ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <ul style="list-style-type: none"> ○ <u>A Few Who dared</u> ○ <u>Into the Unknown: Above and Below</u> ● Comprehension: Ideas and Support, Make and Confirm Predictions, Text Structure, Text and Graphic Features, Content-Area Words ● Generative Vocabulary: Latin Roots tract, chrono, gress ● Vocabulary Strategy: Review Context Clues ● Response to Text – Accountable Talk 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <u>A Few Who Dared</u> ○ <u>Into the Unknown: Above and Below</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Newsletter for Module 7 ○ Get Curious Video – A Hero's Journey ○ Teacher Read-Aloud: Miss Mitchell's Eclipses; Alexander Fleming: Scientist ○ Big Book/Teacher Pal- ○ Know It, Show It ○ Teacher's Guide ○ Anchor Charts – Ideas and Support, Make and Confirm Predictions, Text Structure, Text and ○ Vocabulary Cards – vast, mariners, cosmic, ascend, principle, forged Critical Vocabulary: Big Idea Words- expedition, incredible, progress, chronology ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details;

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	<p>English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> ● 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"> ● KWL Chart ● Spelling Quiz 	<p>Characters and Setting; Match Pictures to Text – Use echo reading</p> <ul style="list-style-type: none"> ○ Listening Comprehension ○ Write a response ○ Speaking and Listening
Module 7 – 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 research and write biographies about three explorers <ul style="list-style-type: none"> ■ Week 1: Brainstorm and Research 		

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Module 7 – Week 2

- **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 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 information.
- Recognize characteristics of stories.
- Language Answer questions using multi-word responses.
- Understand the meaning of new vocabulary
- Decoding: Suffixes Unstressed Final Syllables
- Spelling: Words with Final /ij/, /iv/, /is/
- Fluency: Accuracy and Self-Correction

Suggested Formative Assessment(s):

- Weekly Assessment – *Great Discoveries and SpaceShipOne*
- Comprehension: Make and Confirm Predictions, Central Idea, Author's Purpose, Author's Craft
- Generative Vocabulary: Prefixes mega-, sub-; Latin Roots ped, dent
- Vocabulary Strategy: Context Clues
- Teacher Observation
- Turn and Talks, Think Pair Share
- Response to Text – Accountable Talk
- KWL Chart

- myBook Texts
 - *Great Discoveries*
 - *SpaceShipOne*
- Materials – Whole Group
 - Family Letter to Send Home
 - Get Curious Video
 - Read Aloud
 - myBook
 - Know It, Show It
 - Teacher's Guide
 - Anchor Chart – Make and Confirm Predictions, Central Idea, Author's Purpose, Author's Craft
 - Critical Vocabulary: *ransacked, outskirts, precious, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution*
 - 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
- Write a response
- Speaking and Listening

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	accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.		
Module 7 – 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 research and write biographies about three explorers<ul style="list-style-type: none">■ Week 2- Write and Create		

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Module 7 – 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: Unstressed Syllables
- Spelling: Words with Unstressed Syllables
- FLuency: Intonation

Suggested Formative Assessment(s):

- Weekly Assessment – Selection Quiz: *The Mighty Mars Rovers*
- Comprehension: Ask and Answer Questions, Central Idea, Author's Craft, Text Structure
- Generative Vocabulary: Latin Root terr; Prefixes aqua-, pro-, anti-
- Vocabulary Strategy: Analogies
- Turn and Talks, Think Pair Share
- Response to Text – Accountable Talk
- KWL Chart

- Texts
 - Read Aloud Big Book
- Materials – Whole Group
 - Get Curious Video
 - Read Aloud
 - myBook
 - Know It, Show It
 - Teacher's Guide
 - Anchor Chart – Ask and Answer Questions, Central Idea, Author's Craft, Text Structure
 - Vocabulary Cards – ***deploy, transition, expanse, resembled, terrain, international, transmitted, ailing***
 - 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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	accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.		
Module 7 – 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 research and write biographies about three explorers<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](#)