

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fifth Grade – Unit/Module 8 –

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 8:

In this module, students will listen to, read, and view a variety of texts and media related to the experience of moving to a new country. A genre focus on poetry provides students with opportunities to identify the elements of poetry and author's craft in order to better understand unfamiliar texts. Students will also encounter informational text and realistic fiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that moving to a new country and learning to feel at home is a life-changing experience.

Essential Question: How do people adapt to new experiences and make a new place home?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.VI.5.3.C

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.WF.5.2.E

Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

L.WF.5.2.D

Distinguish between frequently confused words.

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.

RL.IT.5.3

Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting

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two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

L.VI.5.3.C

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.WF.5.2.E

Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

L.WF.5.2.D

Distinguish between frequently confused words.

L.VI.5.3.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 8 – Week 1	<ul style="list-style-type: none"> L.VI.5.3.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.WF.5.2.E Use idiomatic language and choose words for effect; use punctuation for meaning and effect. L.WF.5.2.D Distinguish between frequently confused words. RL.CR.5.1 Quote accurately from 	<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: Homophones Spelling: Homophones Fluency: Expression <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz- <ul style="list-style-type: none"> <u>Moving to a New Country: A Survival Guide</u> <u>A Movie in My Pillow</u> Comprehension: Text Structure, Visualize, Theme, Elements of Poetry, Author's Craft Vocabulary Strategy: Prefixes uni-, mono-, bi-, tri-, multi- Vocabulary Strategy-Homophones/Homographs Response to Text – Accountable 	<ul style="list-style-type: none"> myBook Texts <ul style="list-style-type: none"> <u>Moving to a New Country: A Survival Guide</u> <u>A Movie in My Pillow</u> Materials – Whole Group <ul style="list-style-type: none"> Newsletter for Module 8 Get Curious Video – New Kid in Town Teacher Read-Aloud: Liberty Enlightening the World Big Book/Teacher Pal- Know It, Show It Anchor Charts- Text Structure, Visualize, Theme, Elements of Poetry, Author's Craft Vocabulary Cards – <i>yearning, civil, flourishing, fortunate, dedicate, relatives, discarded</i> Critical Vocabulary: Big Idea Words- <i>nomadic, voice, monologue, temporary</i> Activities <ul style="list-style-type: none"> View and Respond to Get Curious Video Build Background Knowledge

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	<p>a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <ul style="list-style-type: none"> ● L.VI.5.3.B Recognize and explain the meaning of common idioms, adages, and proverbs. ● 	<p>Talk</p> <ul style="list-style-type: none"> ● KWL Chart ● Spelling Quiz 	<ul style="list-style-type: none"> ○ 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
Module 8 – 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 a country and use photos, drawings, poems, or sayings to create a poster that tells about the country's culture. <ul style="list-style-type: none"> ■ Week 1: Brainstorm and Research 		
Module 8 – Week 2	<ul style="list-style-type: none"> ● L.VI.5.3.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to 	<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 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>From Scratch</i> ○ <i>Elisa's Diary</i> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video ○ Read Aloud

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	<p>better understand each of the words.</p> <ul style="list-style-type: none"> ● L.WF.5.2.E Use idiomatic language and choose words for effect; use punctuation for meaning and effect. ● L.WF.5.2.D Distinguish between frequently confused words. ● 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.VI.5.3.B Recognize and explain the meaning of common idioms, adages, and proverbs. 	<p>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: Prefixes in-, un-, di-, mis- ● Spelling: Words with Prefixes in-, un-, di-, mis- ● Fluency: Phrasing <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – <i>From Scratch and Elisa's Diary</i> ● Comprehension: Make Inferences, Literary Elements, Characters ● Generative Vocabulary: Latin Roots scrib/script; Prefix semi- ● Vocabulary Strategy: Homophones and Homographs ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Anchor Chart – Make Inferences, Literary Elements, Characters ○ Critical Vocabulary: <i>reluctantly, reserve, casual, nudged, diary, promptly, semidarkness, obvious, comprehended, officially, preliminary</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
Module 8 – 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>		

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| | <ul style="list-style-type: none">○ Literacy Centers○ Guided Reading Groups○ English Learner Support○ Reinforce skill with practice worksheets○ Research/Inquiry Project – Students research a country and use photos, drawings, poems, or sayings to create a poster that tells about the country's culture.<ul style="list-style-type: none">■ Week 2- Write and Create |
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Module 8 – Week 3

- **L.VI.5.3.C**
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **L.WF.5.2.E**
Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.D**
Distinguish between frequently confused words.
- **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.VI.5.3.B**
Recognize and explain the meaning of common idioms, adages, and proverbs.
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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: Final Stable Syllables -tion, -sion
- Spelling: Adding the Suffixes -ion, -ian
- Fluency: Intonation

Suggested Formative Assessment(s):

- Weekly Assessment – Selection Quiz: *Inside Out and Back Again*
- Comprehension: Ask and Answer Questions, Elements of Poetry, Theme, Text and Graphic Features
- Generative Vocabulary: Latin Roots voc, ject
- Vocabulary Strategy: Context Clues
- 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, Elements of Poetry, Theme, Text and Graphic Features
 - Vocabulary Cards – *sponsor, generosity, goodwill, grateful, exception, sensible*
 - 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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Module 8 – Week 3

Small Group/Differentiation – Materials – Small Group/Differentiation

- Decodables
- Tabletop Mini Lessons
- ELL Tabletop Mini Lessons
- Language Graphic Organizer

Small Group/Differentiation – Activities

- Literacy Centers
- Guided Reading Groups
- English Learner Support
- Reinforce skill with practice worksheets
- Research/Inquiry Project – Students research a country and use photos, drawings, poems, or sayings to create a poster that tells about the country's culture.

- Week 3- Practice and Present

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