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.

sion 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 9:
In this module, students will listen to, read, and view a variety of texts and media that present them with information about mysteries. A genre focus on mystery provides students with opportunities to make inferences, to make and confirm predictions, and to identify literary elements and figurative language in order to better
understand unfamiliar texts. Students will also encounter informational text to build knowledge across genres.
As students build their vocabulary and synthesize topic knowledge, they will learn about different types of intriguing mysteries and the methods people use to try to solve them.

Essential Question: What makes something mysterious, and what makes people want to solve mysteries?

Standards Covered in Current Unit/Module
Related Standards and Learning Goals

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 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.
RI.IT.5.3
Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.CT.5.8
Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
RI.TS.5.4
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.TS.6.4
Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
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.

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
Module 9 – Week 1	● **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	**Obj. We are learning to**: ● 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: Prefixes com-, con-, pre-, pro- ● Spelling: Words with Prefixes com-, con-, pre-, pro- ● Fluency: Expression **Suggested Formative Assessment(s)**: ● Selection Quiz-	● myBook Texts ○ Why People Love Mysteries ○ Mr. Linden's Library ● Materials – Whole Group ○ Newsletter for Module 9 ○ Get Curious Video – What Was That? ○ Teacher Read-Aloud: Liberty Enlightening the World ○ Big Book/Teacher Pal- ○ Know It, Show It ○ Anchor Charts- Author's Purpose, Make and Confirm Predictions, Characters, Literary Elements, Figurative Language

	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 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.	○ <u>Why People Love Mysteries</u> ○ <u>Mr. Linden's Library</u> ● Comprehension: Author's Purpose, Make and Confirm Predictions, Characters, Literary Elements, Figurative Language ● Vocabulary Strategy: Latin Roots fac, fec, fy ● Vocabulary Strategy- Multiple-Meaning Words ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz	○ Vocabulary Cards – *formidable, relentlessly, musings, sentimental, prefer, engulfed, audible, will, keepsake* Critical Vocabulary: Big Idea Words- *suspense, falsify, factor, effect* ● 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

	L.VI.5.3.B Recognize and explain the meaning of common idioms, adages, and proverbs. **RI.IT.5.3** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. **RI.CT.5.8** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. **RI.TS.5.4** Compare and contrast the		

	overall structure (e.g., chronology, comparison, cause/effect, problem/solutio n) of events, ideas, concepts, or information in two or more texts. ● **RI.TS.6.4** Use text structures (e.g., cause-effect, problem-solutio n), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. ● **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 9 – Week 1	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 create a welcome packet for new employees at a detective agency. ■ Week 1: Brainstorm and Research		

Module 9 – Week 2	● **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 two or more characters, settings, or events in a story or drama,
		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 -ant, -ent, -able, -ible, -ism, -ist
		● Spelling: Words with Suffixes -ant, -ent, -able, -ible, -ism, -ist
		● Fluency: Accuracy and Self-Correction
		Suggested Formative Assessment(s):
		● Weekly Assessment – *The Loch Ness Monster and FInding Bigfoot*
		● Comprehension: Make and Confirm Predictions, Media Techniques, Ideas and Support, Text and Graphic Features
		● Generative Vocabulary: Suffixes -y, -ion, -ic, -ous, -less
		● Vocabulary Strategy:
			● myBook Texts
			  ○ *The Loch Ness Monster*
			● 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, Media Techniques, Ideas and Support, Text and Graphic Features
			  ○ Critical Vocabulary: ***chastised, sightings, earnest, desperately, convinced, misconception, hoaxes, elusive, theoretical, encounters***
			  ○ 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

	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. ● **RI.IT.5.3** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the	Multiple-Meaning Words ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart	● Listening Comprehension ● Write a response ● Speaking and Listening

	relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. ● **RI.CT.5.8** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. ● **RI.TS.5.4** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● **RI.TS.6.4** Use text structures (e.g., cause-effect, problem-solutio		

	n), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. ● **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 9 – Week 2	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 create a welcome packet for new employees at a detective agency. 　　　　　■　Week 2- Write and Create		

| Module 9 – Week 3 | • **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 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 | **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: Greek Word Roots
• Spelling: Words with Greek Roots
• FLuency: Intonation

Suggested Formative Assessment(s):
• Weekly Assessment – Selection Quiz: *The Secret Keepers*
• Comprehension: Make Inferences, Literary Elements, Author's Craft, Point of View
• Generative Vocabulary: Review Suffixes -ous/-ious, -ant, -ment
• Vocabulary Strategy: Review Homophones/Homographs
• 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 – Make Inferences, Literary Elements, Author's Craft, Point of View
  ○ Vocabulary Cards – ***hastily, mufflied, gaping, beckoned, feeble, shudder, conviction, faltering, extinguished***
  ○ 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 |

| | 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.
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	text. ● **RI.CT.5.8** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. ● **RI.TS.5.4** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● **RI.TS.6.4** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. ● **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 9 – 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 create a welcome packet for new employees at a detective agency. ■ Week 3- Practice and Present		

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc
ELA Enduring Understanding Statements