

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

Fifth Grade – Unit/Module 10 –

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 10: In this module, students will listen to, read, and view a variety of texts and media that present them with information about animals. A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts and video. Students will also encounter narrative nonfiction and poetry to build background knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that animals demonstrate amazing characteristics and abilities in their everyday lives.

Essential Question: What can we learn about ourselves by observing and interacting with animals?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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.

RI.AA.5.7

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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.

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

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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.

Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Module 10 – Week 1</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. ● RI.AA.5.7 Explain how an author uses reasons and evidence to support particular points in a text, identifying which 	<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: Latin Word Roots ● Spelling: Words with Latin Roots ● Fluency: Reading Rate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quiz- <ul style="list-style-type: none"> ○ <u>Why We Watch Animals</u> ○ <u>Willie B.: A Story of Hope</u> ● Comprehension: Author’s Craft, Synthesize, Theme, Text Structure ● Generative Vocabulary: Review Prefixes ● Vocabulary Strategy- Antonyms/Synonyms 	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <u>Why We Watch Animals</u> ○ <u>Willie B.: A Story of Hope</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Newsletter for Module 10 ○ Get Curious Video – We Are Animals ○ Teacher Read-Aloud: Prairie Dogs: Talk of the Town ○ Big Book/Teacher Pal- ○ Know It, Show It ○ Anchor Charts- Author’s Craft, Synthesize, Theme, Text Structure ○ Vocabulary Cards – <i>enclosure, solitary, anticipation, possession, inhumane, territory, coaxing, generation, dominated</i> Critical

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	<p>reasons and evidence support which point(s).</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. ● 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 	<ul style="list-style-type: none"> ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz 	<p>Vocabulary: Big Idea Words- <i>tension, antisocial, bond, relationship</i></p> <ul style="list-style-type: none"> ● 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>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.</p> <ul style="list-style-type: none">● 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.			
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<p>Module 10 – Week 2</p>	<p>Module 10 – Week 2</p>	<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 a spread for a science magazine about animals. <ul style="list-style-type: none"> ■ Week 1: Brainstorm and Research 		
<p>Module 10 – Week 2</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. ● RI.AA.5.7 Explain how an author uses reasons and evidence 	<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 information. ● Recognize characteristics of stories. ● Language Answer questions using multi-word responses. ● Understand the meaning of new vocabulary ● Decoding: Suffixes -ion, -ation ● Spelling: Adding the Suffixes -ion, -ation ● Fluency: Intonation <p>Suggested Formative</p>	<ul style="list-style-type: none"> ● myBook Texts <ul style="list-style-type: none"> ○ <i>National Geographic: Dolphin Parenting</i> ○ <i>Can We Be Friends?</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 ○ Teacher's Guide ○ Anchor Chart – Monitor and Clarify, Media Techniques, Central Idea, Text Structure ○ Critical Vocabulary: <i>posture, master, technique, utilize, fend,</i> 	

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	<p>to support particular points in a text, identifying which reasons and evidence support which point(s).</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. ● RI.CT.5.8 Compare and contrast the authors' approaches across two or more informational texts within the same genre or 	<p>Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – <i>National Geographic: Dolphin Parenting and Can We Be Friends?</i> ● Comprehension: Monitor and Clarify, Media Techniques, Central Idea, Text Structure ● Generative Vocabulary: Latin Root bene ● Vocabulary Strategy: Antonyms and Synonyms ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<p><i>status, cowered, benefit, clan, restore, reconcile, enabled</i></p> <ul style="list-style-type: none"> ○ 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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	<p>about texts on the same or similar topics.</p> <ul style="list-style-type: none">● 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			
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	and integrate informatio n.			
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Module 10 –
Week 3

- **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.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.CR.5.1** Quote accurately from an informational text when

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: Finale Stable Syllables with /er/
- Spelling: Words with Final /er/
- FLuency: Phrasing

Suggested Formative

Assessment(s):

- Weekly Assessment – Selection Quiz: ***Winter Bees and Other Poems of the Cold***
- Comprehension: Visualize, Theme, Text and Graphic Features, Author's Craft
- Generative Vocabulary: Review Greek and Latin Roots
- Vocabulary Strategy: Multiple-Meaning Words
- Turn and Talks, Think Pair Share
- Response to Text –

- Texts
 - Read Aloud Big Book
- Materials – Whole Group
 - Get Curious Video
 - Read Aloud myBook
 - Know It, Show It Teacher's Guide
 - Anchor Chart – Visualize, Theme, Text and Graphic Features, Author's Craft
 - Vocabulary Cards – ***migrate, aquatic, formation, random, scaled, resume, grasp, resistant***
 - 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>explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <ul style="list-style-type: none">● 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,	<p>Accountable Talk</p> <ul style="list-style-type: none">● KWL Chart		
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	<p>problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> ● 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. 			
<p>Module 10 – Week 3</p>	<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 a spread for a science magazine about animals. <p align="center">■ Week 3- Practice and Present</p>			

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