

**Swedesboro-Woolwich School District's Reading Curriculum Guidance Document**

**Fifth Grade – Unit/Module 11–**

**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 11: In this module, students are learning about nonfiction texts and how they help us understand real-life topics. The class explores different types of nonfiction, like biographies, articles, and informational books. They practice identifying key features such as headings, captions, and bold words, which help organize important information. Students also learn how to find the main idea and supporting details in a paragraph. Through group discussions, reading activities, and fun research projects, they begin to see how nonfiction helps them learn about the world around them in a clear and factual way.

Essential Question:

Week 1: What are the characteristics of informational text?

Week 2: What are the characteristics of narrative nonfiction?

Week 3: What are the characteristics of persuasive text?

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

**RI.AA.5.7**

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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.PP.5.5**

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

### **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.CI.5.2**

Determine the central idea of an informational text and explain how it is supported by key details; summarize the text

### Unit/Module Weekly Learning Activities and Pacing Guide

1-15 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><b>Module 11 – Week 1</b></p>	<p><b>RI.AA.5.7</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.CR.5.1</b> Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RI.PP.5.5</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Share information and ideas about a topic under discussion.</li> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Decode: Recognize Base Words with Spelling Changes</li> <li>● Spelling: Words with -ed or -ing</li> <li>● Fluency: Accuracy and Self-Correction</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Selection Quiz-               <ul style="list-style-type: none"> <li>○ <u>Hurricanes: The</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts               <ul style="list-style-type: none"> <li>○ <u>Hurricanes: The Science Behind Killer Storms</u></li> </ul> </li> <li>● Materials – Whole Group               <ul style="list-style-type: none"> <li>○ Newsletter for Module 11</li> <li>○ Teacher Read-Aloud: Liberty Enlightening the World</li> <li>○ Big Book/Teacher Pal-</li> <li>○ Know It, Show It</li> <li>○ Anchor Charts- Informational Text, Central Idea, Text and Graphic Features, Text Structure, Review Genre Characteristics</li> </ul> </li> <li>● Activities               <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> </ul> </li> </ul>

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	<p><b>RI.IT.5.3</b> 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.</p> <p><b>RI.CI.5.2</b> Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p>	<p align="center"><u>Science Behind Killer Storms</u></p> <ul style="list-style-type: none"> <li>● Comprehension: Informational Text, Central Idea, Text and Graphic Features, Text Structure, Review Genre Characteristics</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> <li>● Spelling Quiz</li> </ul>	<ul style="list-style-type: none"> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ Listening Comprehension</li> <li>○ Write a response</li> <li>○ Speaking and Listening</li> </ul>
<p><b>Module 11 – Week 1</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> <li>○ Reinforce skill with practice worksheets</li> </ul>		
<p><b>Module 11 – Week 2</b></p>	<p><b>RI.AA.5.7</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.CR.5.1</b> Quote accurately from an</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language while reading the stories.</li> <li>● Identify characters and setting in a story.</li> <li>● Match pictures to text.</li> <li>● Share information and ideas about a topic under discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● myBook Texts             <ul style="list-style-type: none"> <li>○ Materials – Whole Group</li> <li>○ Family Letter to Send Home</li> <li>○ Read Aloud</li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher's Guide</li> <li>○ Anchor Chart –</li> </ul> </li> </ul>

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	<p>informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p><b>RI.PP.5.5</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.</p> <p><b>RI.IT.5.3</b> 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.</p> <p><b>RI.CI.5.2</b> Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> <li>● Ask relevant questions to clarify information.</li> <li>● Recognize characteristics of stories.</li> <li>● Language Answer questions using multi-word responses.</li> <li>● Understand the meaning of new vocabulary</li> <li>● Decoding: Words from Other Languages</li> <li>● Spelling: More Words from Other Languages</li> <li>● Fluency: Expression</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – <i>Phillis's Big Test</i></li> <li>● Comprehension: Narrative Nonfiction, Literary Elements, Theme, Point of View, Review Genre Characteristics</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<p>Narrative Nonfiction, Literary Elements, Theme, Point of View, Review Genre Characteristics</p> <ul style="list-style-type: none"> <li>○ Knowledge Maps</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>● View and Respond to Get Curious Video</li> <li>● Build Background Knowledge</li> <li>● Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>● Listening Comprehension</li> <li>● Write a response</li> <li>● Speaking and Listening</li> </ul>
<p><b>Module 11 – Week 2</b></p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Mini Lessons</li> <li>○ ELL Tabletop Mini Lessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Literacy Centers</li> <li>○ Guided Reading Groups</li> <li>○ English Learner Support</li> </ul>		

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|  | <ul style="list-style-type: none"><li>○ Reinforce skill with practice worksheets</li></ul> |
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**Module 11 –  
Week 3**

**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.PP.5.5**

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

**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.CI.5.2**

Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

**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: Adding Suffixes
- Spelling: Adding Suffixes
- FLuency: Reading Rate

**Suggested Formative**

**Assessment(s):**

- Weekly Assessment – Selection Quiz:  
***Potatoes on Rooftops:  
Farming in the City***
- Comprehension: Persuasive Text, Content-Area Words, Ideas and Support, Author's Craft, Review Genre Characteristics
- Turn and Talks, Think Pair Share
- Response to Text – Accountable Talk
- KWL Chart

- Texts
  - Read Aloud Big Book
- Materials – Whole Group
  - Read Aloud
  - myBook
  - Know It, Show It
  - Teacher's Guide
  - Anchor Chart –Persuasive Text, Content-Area Words, Ideas and Support, Author's Craft, Review Genre Characteristics
  - 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 11 –  
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

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

[ELA Enduring Understanding Statements](#)