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 12: In this module, students are learning about fiction and how stories are created to entertain, inspire, and sometimes teach lessons. They explore different elements of fiction, such as characters, setting, plot, conflict, and theme. By reading a variety of fictional stories, students practice identifying these elements and discussing how they work together to build a strong narrative. They also learn how to make predictions, infer character motivations, and understand the author's purpose. Through read-alouds, creative writing, and class discussions, students develop a deeper appreciation for storytelling and begin to craft their own imaginative pieces.

Essential Question:
Week 1: What are the characteristics of realistic fiction?

Week 2: What are the characteristics of play?

Week 3: What are the characteristics of mystery?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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).

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

RL.PP.5.5
Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the re
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.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).

Unit/Module Weekly Learning Activities and Pacing Guide			
1-15 Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
Module 12 – Week 1	● **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). ● **RL.PP.5.5** Describe how a narrator's or speaker's point of view influences how events are described, and how that	**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: Adding Suffixes -ent/ -ence/ -ency, -ant/ -ance/ -ancy ● Spelling: Adding Suffixes -ent/ -ence/ -ency, -ant/ -ance/ -ancy ● Fluency: Intonation **Suggested Formative Assessment(s)**: ● Selection Quiz- 　○ Elisa's Diary ● Comprehension: Realistic Fiction Text, Literary Elements, Author's Craft, Figurative Language, Review	● myBook Texts 　○ Elisa's Diary ● Materials – Whole Group 　○ Newsletter for Module 12 　○ Big Book/Teacher Pal- Know It, Show It 　○ Anchor Charts- Realistic Fiction Text, Literary Elements, Author's Craft, Figurative Language, Review Genre Characteristics ● 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

	may influence the re ● **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.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).	Genre Characteristics ● Response to Text – Accountable Talk ● KWL Chart ● Spelling Quiz	
Module 12 – 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		

| Module 12 – Week 2 | **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). **RL.PP.5.5** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the re **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.IT.5.3** Analyze the impact of | **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: Recognize Base Words with Spelling Changes Spelling: Suffixes -able/-ible, -ate Fluency: Phrasing **Suggested Formative Assessment(s)**: Weekly Assessment – *The Miracle of Spring* Comprehension: Play, Characters, Theme, Varieties of English, Review Genre Characteristics Turn and Talks, Think Pair Share Response to Text – Accountable Talk KWL Chart | myBook Texts Materials – Whole Group Family Letter to Send Home Read Aloud myBook Know It, Show It Teacher's Guide Anchor Chart – Play, Characters, Theme, Varieties of English, 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 Write a response Speaking and Listening |

	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).		

Module 12 – 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		

| Module 12 – Week 3 | • **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).
• **RL.PP.5.5** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the re
• **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.IT.5.3** Analyze the impact of | **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: Multisyllabic Words
• Spelling: Spelling-Sound Patterns, Spelling-Meaning Patterns
• FLuency: Accuracy and Self-Correction

Suggested Formative Assessment(s):
• Weekly Assessment – Selection Quiz: *Mr. Linden's Library*
• Comprehension: Mystery Text, Literary Elements, Point of View, 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 –Mystery Text, Literary Elements, Point of View, 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 |

	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).		

Module 12 – 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