

Into Reading Module 2

Content Area: **Reading**
Course(s): **Reading 5**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Unit/Module Overview

In Module 2:
In this module, students will listen to, read, and view a variety of texts and media that present them with different ways to tell a story. A genre focus on fiction provides students with opportunities to identify characters, setting, plot, and conflict in order to better understand unfamiliar texts. Students will also encounter poetry, myth, and fantasy/adventure to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that the elements of a great story can be found in literature of all genres.

Essential Question: How does genre affect the way a story is told?

Standards

ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELA.L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
ELA.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.
ELA.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).
ELA.RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module Week 1:	<ul style="list-style-type: none">L.RF.5.4.A Read grade-level text with purpose and	<p>Obj. We are learning to:</p> <ul style="list-style-type: none">Share information	<p>Texts:</p> <p>myBook Texts</p>

	<p>understanding.</p> <ul style="list-style-type: none"> • RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • 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.KL.5.1.C Compare and contrast the varieties of English (e.g., 	<p>and ideas about a 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. • Decode: Words with /oo/, /yoo/ • Spelling: Words with /oo/, /yoo/ • Fluency: Expression <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz- <ul style="list-style-type: none"> ○ Airborn • Comprehension: Text and Graphic Features, Synthesize, Literary Elements, Figurative Language, Characters • Generative Vocabulary: Prefixes un-, non-, dis-; Suffixes -y, -ly/-ily • Vocabulary Strategy: Antonyms/Synonyms • Response to Text – Accountable Talk • KWL Chart • Spelling Quiz 	<ul style="list-style-type: none"> • Many Ways to Tell a Story • Airborn <p>Materials</p> <ul style="list-style-type: none"> • Newsletter for Module 1 • Get Curious Video – Lena and the Lonely Peony: A Story Told in Three Genres • Teacher Read-Aloud: From Mouth to Page; The Gift of a Story • Big Book/Teacher Pal- • Know It, Show It • Teacher’s Guide • Anchor Charts – Text and Graphic Features, Synthesize, Literary Elements, Figurative Language, Character • Vocabulary Cards <ul style="list-style-type: none"> ○ Critical Vocabulary: <i>panic, favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies</i> ○ Big Idea Words- <i>prose, dialogue, climax,</i>
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	<p>dialects, registers) used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> • L.VI.5.3.A Interpret figurative language, including similes and metaphors, in context. 		<p><i>foreword</i></p> <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 – 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 work in groups to create a proposal for a film adaption of one of the Module 2 myBook selections. <ul style="list-style-type: none"> ○ Week 1: Brainstorm and Research 		
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities

<p>Module Week 2:</p>	<ul style="list-style-type: none"> • L.RF.5.4.A Read grade-level text with purpose and understanding. • RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • 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.KL.5.1.C Compare and 	<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: Words with /ou/, /o/, /oi/ • Spelling: Words with /ou/, /o/, /oi/ • Fluency: Accuracy and Self-Correction <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment <ul style="list-style-type: none"> ○ The Secret Garden ○ The Miracle of Spring • Comprehension: Visualize, Literary Elements, Elements of Drama, Figurative Language 	<p>Texts myBook Texts</p> <ul style="list-style-type: none"> • The Secret Garden • The Miracle of Spring <p>Materials</p> <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 – Visualize, Literary Elements, Elements of Drama, Figurative Language • Vocabulary Cards <ul style="list-style-type: none"> ○ Power Words: <i>mysterious, matted, tendrils, fastenings, awakening, witness, presiding, attempted, restrain, contempt</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;
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	<p>contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> • L.VI.5.3.A Interpret figurative language, including similes and metaphors, in context. 	<ul style="list-style-type: none"> • Generative Vocabulary: Prefixes re-, pre-, post-, fore- • Vocabulary Strategy: Antonyms and Synonyms • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<p>Characters and Setting; Match Pictures to Text – Use echo reading</p> <ul style="list-style-type: none"> • Listening Comprehension • Write a response • Speaking and Listening
Module – 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> <ul style="list-style-type: none"> • Literacy Centers • Guided Reading Groups • English Learner Support • Reinforce skill with practice worksheets • Research/Inquiry Project – Students work in groups to create a proposal for a film adaption of one of the Module 2 myBook selections. <ul style="list-style-type: none"> ○ Week 2- Write and Create 		
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module Week 3:	<ul style="list-style-type: none"> • L.RF.5.4.A Read grade-level text with purpose and understanding. • RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • 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. 	<p>Texts myBook text–</p> <ul style="list-style-type: none"> • The Poem That Will Not End <p>Materials</p> <ul style="list-style-type: none"> • Get Curious Video • Read Aloud- The Poem That Will Not End • myBook • Know It, Show

	<p>(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <ul style="list-style-type: none"> • 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.KL.5.1.C Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. • L.VI.5.3.A 	<ul style="list-style-type: none"> • Recognize characteristics of stories. • Language Answer questions using multi-word responses. • Understand the meaning of new vocabulary • Decoding: r-controlled Vowels /or/, /ar/ • Spelling: r-controlled Vowels /or/, /ar/ • Fluency: Intonation <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Weekly Assessment – Selection Quiz: The Poem That Will Not End • Comprehension: Ask and Answer questions, Elements of Poetry, Author’s Purpose, Theme • Generative Vocabulary: Suffixes -ful, -less, -ment, -ness • Vocabulary Strategy: Context Clues • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<p>It</p> <ul style="list-style-type: none"> • Teacher’s Guide • Anchor Chart – Ask and Answer questions, Elements of Poetry, Author’s Purpose, Theme • Vocabulary Cards – <i>seized, hesitate, watchful, scrawled, ditty, refrain, restless</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
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	Interpret figurative language, including similes and metaphors, in context.		
Module Week 3:	<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 work in groups to create a proposal for a film adaption of one of the Module 2 myBook selections. <ul style="list-style-type: none"> ○ Week 3- Practice and Present 		