

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 11 Realistic Story

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.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a 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, realistic story, learn how to create believable characters, settings, and events that could happen in real life. They practice using details and dialogue to make their stories feel authentic and relatable. Through this process, students develop an understanding of how to structure a story with a clear beginning, middle, and end, while also exploring real-life problems and emotions. Writing realistic fiction helps them connect their writing to their own experiences and the world around them. It also encourages empathy, as they consider how different people might think, feel, and respond in everyday situations.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.KL.6.2.B

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.WP.5.4.B

Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4.A

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Consider audience, purpose, and intent before writing.

L.KL.5.1.A

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

SL.PE.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

W.NW.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

W.RW.5.7

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.SE.5.6

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

L.KL.6.2.B

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/Module Weekly Learning Activities and Pacing Guide

Unit/Module Weekly Learning Activities and Pacing Guide			
Lessons 1-5	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities

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<p>-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic</p>	<p>L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E Provide a conclusion that follows from the narrated</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Make connections to prior knowledge ● Read a fictional story with purpose and understanding ● Infer basic themes and use text evidence as support ● Read and understand newly encountered vocabulary ● Label parts of speech ● Choose a topic ● Set writing goals ● Use prewriting strategies to plan ● Understand how to turn prewriting into the beginning of a draft <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Love, Amalia</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic Organizer ○ Writer's Notebook ○ Classroom materials ○ Anchor Chart ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Targeted Grammar Support
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experiences or events.

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W.NW.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.SE.5.6

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences

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	<p>among ideas presented; and provide a list of sources.</p> <p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><u>Lessons 6-10</u></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B</p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A</p> <p>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Understand plot structure ● Develop drafts into a focused, structured, and coherent piece of writing ● Draft Stories ● Add conclusion to drafts ● Add details to drafts ● Revise drafts to add any needed information ● Give and receive peer feedback ● Revise drafts ● <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Love, Amalia</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Narrative Structure) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Display and engage worksheets ○ Small Group Conferencing ○ Meet with teacher for one on one conference as students go through the writing process

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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W.NW.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

W.RW.5.7

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

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	<p>W.SE.5.6</p> <p>Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.</p> <p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><u>Lessons 11-15</u> -Revising II: Conferencing -Revising III:</p>	<p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Vary sentence length ● Edit grammar, usage, and mechanics ● Proofread writing for grammar, usage, 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>Love, Amilia</i> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook

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<p>Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>considering a word or phrase important to comprehension or expression. W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. W.WP.5.4.A Consider audience, purpose, and intent before writing. L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events. W.RW.5.7 Write routinely over</p>	<p>and mechanics</p> <ul style="list-style-type: none"> ● Create a title ● Publish writing ● Use technology to assist with writing ● Share writing ● Engage in collaborative discussion <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Peer Review ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Editing Checklist) (Proofreading Marks) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process ○ Clocking Activity/ Check list
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L.KL.6.2.B

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

[ELA Enduring Understanding Statements](#)