



## MODULE 0

### 5<sup>th</sup> Grade Curriculum Map Literacy & Integrated Content

#### MODEL 0 SUMMARY

This module allows for students to engage in this exploration of reading as they practice and reflect on key instructional routines and build a classroom culture of reading, writing, and discussion for Modules 1–4.

*Knowledge is like the bee that made that sweet honey, you have to chase it through the pages of a book.*

— Patricia Polacco

Module 0 is a brief module that introduces students and teachers to *Wit & Wisdom*'s key components and features. This introductory module also serves to cultivate a community of readers and writers. The *Wit & Wisdom* design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning.

In Module 0 for Grades 3–5, students explore the world of knowledge available through books. In *Thank You, Mr. Falker*, an autobiographical fiction book by Patricia Polacco, students follow a young girl's journey as she perseveres through challenges with the support of a caring teacher and discovers the rewards of "chasing knowledge" through the pages of a book. Students also learn the importance of writing about what they read and practice responding to ideas from the book. Additionally, students begin their yearlong exploration of visual art as they analyze *Reading at the Table*, a painting by Pablo Picasso. This provides an opportunity to examine artistic elements such as color, line, and shape, and to consider what they reveal about the essential meaning of a painting, adding to students' understanding of how close reading and observation build knowledge.

Focusing on suggested texts for the specific grade band, the six lessons in Module 0 guide students through the Content Stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1–4. Instructional routines, like Think-Pair-Share or Gallery Walk, are multistep practices designed to build independence by instilling the habits of mind that expert readers use. Module 0 introduces students to instructional routines that are regularly employed in *Wit & Wisdom*. Module 0 creates a foundation for these instructional routines, and it gives students space to practice and reflect on how the routines support their development of understanding. Instructional strategies, like annotation and sentence frames, provide students with tools and scaffolds to engage with the text. The main purpose of Module 0 is to build classroom culture and introduce *Wit & Wisdom* practices and routines, so the lessons in this module spend less time on content knowledge than most *Wit & Wisdom* lessons.

Module 0 builds students' joy of reading as it sets them up for successful encounters with texts and offers opportunities to practice new routines and strategies they will later use to achieve curricular goals. Although Module 0 includes informal assessments designed to help you get to know your students, it has no formal assessment tasks. Above all, students should leave Module 0 eager to begin Module 1 and equipped with the tools to approach a great text and discover the rewards of reading.

Module 0 is designed to fit the needs of your classroom. Prior to starting Module 0 with students, read through this Overview and each of the six lessons. Review the length and scope of the lessons to plan for the beginning of the year at your school. Consider the following questions:

- Are the lessons longer or shorter than the time allotted for English Language Arts or literature classes? If so, consider whether to trim or extend the lessons. Suggestions for these modifications can be found throughout the lessons.
- Would you prefer to use an alternate text at the beginning of the year? In most lessons, each of the Content Stages and instructional routines can be introduced with any grade-level appropriate, high-quality text. The best texts for this purpose are accessible to students, highly engaging, and rich with opportunities for close reading. See Appendix A: Alternate Texts for grade-level suggestions, or choose another high-quality text. Appendix A of the Common Core State Standards includes more guidelines on choosing complex texts.
- Are students unfamiliar with some of the instructional routines introduced and practiced in the lessons? If so, consider which instructional routines students need to practice.



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(See the Instructional Routines section in the “Resources” chapter of the *Wit & Wisdom* Implementation Guide for more information.)

- Are students unfamiliar with some of the vocabulary introduced and explored in the lessons? For the purpose of Module 0, [Appendix B: Vocabulary](#) is included as a resource and reference for the vocabulary introduced and explored in these lessons. Note that in Modules 1–4, Appendices A–E are included in the Teacher Edition.

MODEL LEARNING GOALS

- Read, enjoy, and analyze literary texts and visual art.
- Experience *Wit & Wisdom*'s lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

KNOWLEDGE GOALS

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve.

Knowledge Building

Every module, or unit of study, in each grade focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, and space exploration. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across Grades K–8.

CORE TEXTS

Picture Book

- Thank You, Mr. Falker*, Patricia Polacco

Painting

- [Reading at a Table](#), Pablo Picasso

ALTERNATIVE/SUPPLEMENTARY TEXT

Any favorite, accessible, short, literary text that engages your students, such as

- Nasreen’s Secret School: A True Story from Afghanistan*, Jeanette Winter

Any engaging, accessible, informational text connected to the Essential Question of Module 0, such as

- From Slavery to Poetry: Phillis Wheatley,” Marcia Amidon Lusted

TRANSFER GOALS  
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Transfer goals highlight the effective use of understanding, knowledge and skill that we want students to be able to do when they confront new challenges, both in and out of school. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

KNOWLEDGE	READING	WRITING	SPEAKING/LISTENING	LANGUAGE
Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:	Students will be able to independently transfer their learning to:
Practice and reflect on effective	Use critical and close reading	Use writing as a means to	Participate in discussions in order	Not applicable to this module.



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use of instructional strategies and routines in all areas of literacy.	skills to engage in text and images to increase understanding and gain knowledge in all content areas.	express knowledge.	to build knowledge.	
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<p><b>MODULE 0</b>  <b>LESSONS 1-5</b>  <b>ESSENTIAL QUESTION: HOW DOES READING HELP US BUILD KNOWLEDGE?</b>  <b>WRITING: INFORMATIONAL/EXPOSITORY</b>  <b>FOCUS QUESTION LESSON 1-5: What does reading mean to Trisha?</b></p>
<p><b>VOCABULARY</b>  torture, distill, essential, elements of art, color, line **ladle, drizzled, cooed, wiggled, twilight, wobbly, two-tone, stumbled, abuzz, elegant, slick, brilliant, fuzzy, plaid, fault, mole, dumbbell, maggoty, cunning, flicked, bounded, odyssey (** denotes optional words from read aloud)</p>

LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR
L1 <b>Lesson at a Glance</b>	Make an observation and ask questions about <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Wonder:</b> What do I notice and wonder about <i>Thank you, Mr. Falker</i> ?		
L2 <b>Lesson at a Glance</b>	Summarize the setting, characters, and events in <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Organize:</b> What is happening in <i>Thank you, Mr. Falker</i> ?	<b>Examine:</b> Why is it important to write about what I read?	<b>Set-up Vocabulary Journal</b>
L3 <b>Lesson at a Glance</b>	Explain how Trisha's feelings towards reading changes throughout <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Reveal:</b> What does a deeper exploration of Trisha's feelings toward reading reveal in <i>Thank You, Mr. Falker</i> ? Set-up Response Journal	<b>Experiment:</b> How does writing about what I read work?	<b>SUW Simple Subject/Simple Predicate</b> SUW 3-1 Fragments and Sentences p. 96; Tools 3-1a & 3-1b SUW 3-6 Better Sentences p. 103; Tool 3-6a
L4	Explain an essential meaning of <i>Thank You, Mr.</i>	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Distill:</b> What is the essential	<b>Execute:</b> How do I write about <i>Thank You,</i>	



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LESSONS & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY GRAMMAR
	<i>Falker.</i>		meaning of <i>Thank You, Mr. Falker</i> ?	<i>Mr. Falker?</i>	
L5	Analyze how <i>Thank You, Mr. Falker</i> builds knowledge. Improve writing by offering and using peer feedback.	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Know:</b> How does <i>Thank You, Mr. Falker</i> build my knowledge?	<b>Excel:</b> How do I improve my writing?	
LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/GRAMMAR
L6	Express an idea based on the pairing <i>Reading at Table</i> .	<i>Reading at a Table</i> by Pablo Picasso	<b>Know:</b> How does this painting build my knowledge?		

SOCIAL STUDIES Correlation to MODULE 0 Lessons 1-6			
STANDARDS & LEARNING GOALS	FOCUS	TEXT(S)/QUESTIONING/MATERIALS	ASSESSMENTS
<b>C.1.5.4</b> Examine how social organizations and institutions make rules and create responsibilities (e.g., workplace, families) <b>C.2.5.1</b> Evaluate various ways of fostering citizenship and civic virtues <b>C.2.5.4</b> Evaluate various ways of fostering	<b>Unit: Pre Columbian</b>  <b>Essential Question (s):</b> What does a Social Studies classroom look like?	<a href="#">Why Do Communities Need Rules?</a> Lesson  <b>BEFORE READING:</b> Introduce Vocabulary. Discuss using word walls and learning logs in the social studies classroom. Group Work: Identify issues/problems that arise in the classroom and	Why are rules and procedures important to have in our social studies classroom?



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<p>citizenship and civic virtues at the local, state, and national level</p> <p>Use text and lessons in Social Studies to reinforce literacy goals.</p> <p><b>Wit and Wisdom Module Learning Goals</b> Practice and reflect on instructional routines and strategies.</p> <p>Develop classroom culture and construct systems for a knowledge-building, text focused community.</p> <p>Lesson 2—<b>Vocabulary Journal</b> Lesson 3—<b>Response Journal</b></p> <p>:</p>	<p><b>Focus Question(s):</b> What rules and procedures are needed in our classroom?</p> <p><b>Skills:</b> Summarizing</p> <p><b>Instructional Routines:</b> Socratic Seminar Think-Pair-Share</p> <p><b>Setting up Classroom Environment</b> <b>Establishing Classroom Rules</b></p> <p><b>Vocabulary:</b> equality, freedom, rules rights, society, order, liberty, justice, Constitution, Preamble, domestic tranquility, constitution, Bill of Rights, geography, history, economics, government <b>Wit and Wisdom</b>—Set-up Vocabulary Journal</p>	<p>possible rules to address these issues. Create five rules that will create the ideal learning environment.</p> <p><b>DURING READING:</b> Use textbook and other resources to read about the U.S. Constitution (Preamble and Bill of Rights) <a href="#">Preamble to the Constitution/Fluency Activity</a> Fluency Activities: <a href="#">Early America</a> pp. 87-91 (Shell Education). See Social Studies Text: Social Studies Alive (TCI) pgs. 342-351 “Being a Good Citizen” to go along with Preamble Activity link lesson.</p> <p><b>AFTER READING:</b> Student defines and illustrates phrases from the Preamble. Create classroom Constitution and Preamble.</p> <p><b>Social Studies Classroom</b> <a href="#">Using Word Walls: Lesson One Words</a> <a href="#">Social Studies Word Wall Example</a> <a href="#">Introduce Learning Logs</a></p>	
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