

Grade 5 Module 1
Use Your Words
Essential Question:

What kinds of circumstances push people to create new inventions?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about inventors. A genre focus on informational text provides students with opportunities to identify author's purpose, central ideas, and text structure in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and science fiction/fantasy to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems.

In this module the student will write an expository essay about how the inventor had to work hard to make the idea for an invention a reality. Throughout this module, students will learn that people can create amazing things using innovation, perseverance, and problem solving. Inventors, for example, sometimes create several versions of their inventions before they work. Students will learn that inventors learned from their mistakes, and they kept trying. This essay will include a clear introduction and conclusion and include relevant facts, definitions, details, quotations, and examples.

Social Studies Connection: Innovation

The Aztecs, Incas and Mayas developed sophisticated cultures by using innovative technological solutions.

[**PNW BOCES Unit 1**](#)

Inquiry and Research Project CREATE YOUR OWN INVENTION

Students will collaborate to generate ideas, research, complete, and present an inquiry- based project. (optional)

T.C Writing Narrative Craft

Module 1 Essential Question: What kinds of circumstances push people to create new inventions?

Week 1		Vocabulary	
		Big Idea Words: excel, illustrious, revere, transcend (Lesson 1) pp. T22-T233 5R4 , 5L6 Critical Vocabulary: locomotives, chugged, gadgets, phonograph, sputtered, flop, incandescent, cylinder, patents Lesson 2 pp. T30-T31 5R4 , 5L6 Generative Vocabulary: Prefixes ex-/e-; Greek Root <i>phon</i> (Lesson 4) pp. T44-T45 Anchor Standard 1 (3-5L1) Vocabulary Strategy: Context Clues (Lesson 3) p. T39 5R4	
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Government Must Fund Inventors</i> 5RF4a <i>The Inventor's Secret</i> 5RF4a	Module Launch T22-T23 *Central Idea: main ideas, details, evidence 5R2 Read for Understanding *Summarize: to restate important information 5R1 Close Read *Author's Purpose: persuade, inform, entertain 5R1 * Point of View: first/third person 5R6 * Central Idea: main ideas, details, evidence 5R2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Display and Engage 1.1 Classroom materials books about inventors and their inventions Focal Text Girls Think of Everything Lesson 2 Focal Text Girls Think of Everything Lesson 3 Focal Text-Girls Think of Everything Writer's Notebook p. 1.1 Display and Engage 1.2 Lesson 4 Anchor Chart W8: Elements of Informational Text Lesson 5 Display and Engage 1.3	Expository Essay* 5SL1b Introducing the Focal Text pp. W2-W4 5L6 The Read p. W5 5SL1 ; 5SL1d Vocabulary: p. W6 5L6 The Writing Process: p. W7 5W1a , 5W2a-e Prewriting: p. W8 5W2a , b , c Grammar: *Complete Sentences p. W198 5L1p , 5L3a Sentence Fragments, Run-Ons, and Comma Splices p. W199 5L1p , 5L3a Writing Sentences p. W200 5L3a

			Writer's Notebook pp. 1.2, 1.3, 1.4 Classroom materials books about inventors or inventions Instructional Vocabulary: expository essay, thesis, organization, elaboration,	Bold: priority skill * Assessed at end of week or end of module
	Foundational Skills		Communication	
	Decoding: Short Vowels Spelling: Words with Short Vowels Fluency: Reading Rate 5RF3, 5RF4		Speaking and Listening: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. Engage in Discussion. 5SL1d Inquiry and Research Project CREATE YOUR OWN INVENTION Students will collaborate to generate ideas, research, complete, and present an inquiry- based project. 5SL3, 5W6	
Week 2	Vocabulary			

Academic Vocabulary, pp T62-T63 (Lesson 6) [5R4](#), [5L6](#)

Critical Vocabulary: irrigate, inspector, photographed, prestigious, auditorium, impoverished, maneuver, specialized, elite, objective, traditional [5R4](#), [5L6](#)

Generative Vocabulary: pp. T84-T85 (Lesson 10) Greek Root photo; Latin Roots *aud* and *vis* [5L4b](#)

Vocabulary Strategy: p. T71 (Lesson 7) Context Clues [5L4a](#)

Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Winds of Hope</i> 5RF4a <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> 5RF4a	Read for Understanding Monitor and Clarify: monitor, clarify, context clues 5RF4b Close Read *Text Structure: Cause and Effect 5R5 Monitor and Clarify: monitor, clarify, context clues 5RF4b *Central Idea: main idea, inferencing 5R2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Display and Engage 1.4a–1.4d Writer’s Notebook pp. 1.4, 1.5, 1.6 Lesson 7 Display and Engage 1.5a–c Writer’s Notebook pp. 1.5, 1.6, 1.7 Lesson 8 Anchor Chart W8: Elements of Informational Text Display and Engage 1.4d Lesson 9 Display and Engage 1.6 Lesson 10 Display and Engage 1.4a–1.4d Instructional Vocabulary: chronological order	Expository Essay* 5SL1b Drafting I: Beginning the Draft p. W9 5W2a, 5W7 Drafting II: Using Organization Strategies p. W10 5W2a, b, e; 5W7 Drafting III: Completing the Draft p. W11 5W2a, b, e, f Revising I: Group Conferencing p. W12 5W2a, b, e, f Revising II: Varying Sentence Types p. W13 5L3a Grammar: Declarative and Interrogative Sentences p. W203 5L3 Imperative and Exclamatory Sentences p. W204 5L3 *Identify Kinds of Sentences p. W205 5L3

Week 3		Vocabulary	
Academic Vocabulary, pp. T98-T99 (Lesson 11) 5R4, 5L6 Critical Vocabulary-<i>passionate, impulse, contribution, distinguished, eccentric, circumstances, evidently, acceleration, prototype, conceived</i> 5R4, 5L6 Generative Vocabulary pp. T110-111 (Lesson 13) Greek Roots <i>auto, bio</i>; Prefixes <i>ir-, il-</i> Spiral Review: Greek Root <i>photo</i>, Latin Roots <i>aud</i> and <i>vis</i> 5L4b Vocabulary Strategy p. T107 (Lesson 12) Reference Materials 5L4c Module Wrap-Up, pp. T122-123 (Lesson 15) Make Connections 5R5			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Captain Arsenio</i> 5RF4a	Read For Understanding Set a Purpose Make Inferences: inferences and use text evidence 5R1 Close Read *Literary Elements: conflicts, characters, plot, events, resolution. 5R5 *Author's Craft: voice 5R6 *Author's Purpose: Persuade, inform, entertain 5R1 Performance Task: Expository Essay 5W2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 11 Display and Engage 1.5a–c Writer's Notebook p. 1.7 Lesson 12 Display and Engage 1.7a–1.7b Lesson 13 Display and Engage 1.8 Writer's Notebook p. 1.8 Lesson 14 Focal Text Girls Think of Everything Writer's Notebook p. 1.9 Lesson 15 Display and Engage 1.9	Expository Essay* 5SL1b Revising III: Organizing p. W14 5W2a, b, d, e Editing I: Grammar, Usage, and Punctuation p. W15 5W6, 5L4c Editing II: Peer Proofreading p. W16 Anchor Standard 1 & 2 (3-5L1-2) Publishing p. W17 5W2 Sharing p. W18 5L6 Grammar: Complete Subjects and Predicates p. W208 Anchor Standard 1 (3-5L1) Subject-Verb Agreement p. W209 Anchor Standard 1 (3-5L1) *Compound Sentences pp. W210 5L1d, 5L2e, 5L3a

			*Compound Sentences p. W212 5L1d, 5L2e, 5L3a Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication
Decoding: Long i and o Spelling: Words with Long i and o Fluency: Phrasing 5RF3, 5RF4			Make Connections- Recognize and describe the features of text synthesize knowledge gained from the week's texts, and articulate key ideas about the topic by using sentence frames to discuss the text. 5R8 Inquiry and Research Project CREATE YOUR OWN INVENTION Students will collaborate to generate ideas, research, complete, and present an inquiry- based project. 5SL3, 5W6