

Grade 5 Module 2

What a Story

Essential Question:

How does genre affect the way a story is told?

Overview

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 focused 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.

In this writing module students will write a narrative story about a character that is on a journey to discover something. Students will choose a subgenre for their story. Students will include characters, an interesting setting, a plot, a conflict and dialogue within their writing.

Language Arts Connection: Story Elements

Inquiry and Research Project

CREATE A MOVIE PROPOSAL Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project.

Module 2 Essential Question: How do genres affect the way a story is told?

Week 1			
Academic Critical Vocabulary, pp. T158 (Lesson 2) <i>panic, favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies</i> 5R4 , 5L6 Vocabulary Strategy, p.T167 (Lesson 3) Antonyms/Synonyms 5L5c Generative Vocabulary, p. T172 (Lesson 4) Prefixes <i>un-, non-, dis-</i> ; Suffixes <i>-y, -ly/ -ily</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Many Ways to Tell a Story</i> 5RF4a <i>Airborn</i> 5RF4a	Module Launch pp.T150-T151 Ask and Answer Questions Read for Understanding Text and Graphic Features: bold text, glossaries, insets, timelines, sidebars. 5R8 Synthesize: What I know + What I'm learning= New understanding 5R7 Close Read *Literary Elements: Events, plot, conflict, resolution 5R3 *Figurative Language: simile, metaphor 5L5a *Characters: appearance, traits, behaviors, voice and dialogue, thoughts and emotions. 5R3 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Focal Text The Mesmer Menace Display and Engage 2.1 Lesson 2 Anchor Chart W4: Elements of Narrative Focal Text The Mesmer Menace Writer's Notebook p. 2.1 Lesson 3 Focal Text The Mesmer Menace Writer's Notebook p. 2.1 Display and Engage 2.2 Classroom materials: chart paper, markers Lesson 4 Focal Text The Mesmer Menace Display and Engage 2.3, 2.4 Writer's Notebook, pp. 2.2, 2.3, 2.4	Narrative Introducing the Focal Text: Explore Narratives p. W20 5W3 The Read: p. W21 5L6 Vocabulary: p. W22 5L4c , 5L6 Prewriting: *Preparing to Write: p. W23 5W3a-b Drafting 1: Beginning the Draft p. W24 5W3a-b Grammar: *Recognizing Proper and Common Nouns: p. W218 5L1b *Using Proper and Common Nouns: p. W222 5L1b Bold: priority skill * Assessed at end of week or end of module

			Lesson 5 Display and Engage 2.3, 2.5 Anchor Chart W4: Elements of Narrative Writer's Notebook pp. 2.5, 2.6 Instructional Vocabulary: Narrative, genre, subgenre steampunk narrator, setting, foreshadowing, character, conflict, plot	
	Foundational Skills		Communication	
	Decoding: Words that have the long /oo/sound and the long /yoo/ sound. Spelling: Words with /oo/ and /yoo/ 5RF3, 5RF4		Listening Comprehension-Listen to fluent reading. Summarize key ideas from a selection read aloud. 5SL1a Inquiry and Research Project 5SL1b, 5W7 CREATE A MOVIE PROPOSAL-Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project	

Week 2		Vocabulary	
Academic Critical Vocabulary, pp T190 (Lesson 6) <i>mysterious, matted, tendrils, fastening, awakening, witness, presiding, attempted, restrain, contempt.</i> 5RF5.4 Vocabulary Strategy, pT199 (Lesson 7) Antonyms/Synonyms 5RF5a Generative Vocabulary, pp T212 (Lesson 10) Prefixes: <i>re-, pre-, post-, fore-</i> 5RF4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Secret Garden</i> 5RF4a <i>The Miracle of Spring</i> 5RF4a	Read For Understanding Visualize: mental images, five senses 5R1 Close Read *Literary Elements: plots, conflicts, rising action, climax, falling action and resolution 5R5 *Elements of Drama: characters, dialogue, scene, setting, and stage directions 5R5 *Figurative Language: personification, repetition, and figure of speech. 5L5a, 5L5b Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Anchor Chart W4: Elements of Narrative Anchor Chart W6: Narrative Structure Lesson 7 Display and Engage 2.3, 2.6a, 2.6b Writer's Notebook p. 2.7 Anchor Chart W6: Narrative Structure Lesson 8 Anchor Chart W6: Narrative Structure Classroom materials chart paper, marker Lesson 9 Display and Engage 2.7 Lesson 10 Display and Engage 2.8 Instructional Vocabulary: Exposition, rising action Climax, falling action	Narrative *Drafting II: Narrative Structure p. W25 5W3a, b, e; 5L6 Drafting III: Completing the Draft p. W26 5W3a, b, e Revising I: Organization and Elaboration p. W27 5W3a-e *Revising II: Including Dialogue p. W28 5W3a-b Revising III: Conferencing p. W29 5SL1 Grammar: *Plural Nouns p. W223 5L1e *Using Singular and Plural Nouns p. W227 5L1e Bold: priority skill * Assessed at end of week or end of module

			resolution, dialogue, dialogue tag	
	Foundational Skills		Communication	
	Decoding: Words with /ōō/, /yōō/ Spelling: Words with /ōō/, /yōō/ Spelling: Words with /ōō/, /yōō/ 5RF3, 5RF4		Work Collaboratively- Develop skills to work collaboratively with others. 5SL1a Inquiry and Research Project 5SL1b, 5W7 CREATE A MOVIE PROPOSAL Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project	

Week 3		Vocabulary	
Academic Critical Vocabulary, pp T226 (Lesson 11) <i>seized, hesitate, watchful, scrawled, ditty, refrain, restless</i> 5L6		Vocabulary Strategy, p. T235 (Lesson 12) Context Clues 5L4a	
Generative Vocabulary, pp. T238 (Lesson 13) Suffixes <i>-ful, -less, -ment, -ness</i> 5RF4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Poem That Will Not End</i> 5RF4a	Read For Understanding Ask and answer questions: Reread and use text features 5R1 Close Read *Elements of Poetry: Stanzas, rhyme, rhythm, free verse, and imagery 5R5 *Author's purpose: persuade, inform, entertain 5R1 *Theme: main lesson or main message 5R2 Performance Task: Expository Essay 5W2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 11 Display and Engage 2.9 Writer's Notebook p. 2.8 Lesson 12 Anchor Chart W16: Proofreading Marks Lesson 13 Anchor Chart W15: Editing Checklist Lesson 14 Display and Engage 2.10 Lesson 15 Anchor Chart W17: Tips on How to Present Display and Engage 2.11 Writer's Notebook pp. 2.3, 2.9 Instructional Vocabulary: characterization, trait	Narrative Revising IV: Developing Interesting Characters p. W30 5W3a, d Editing I: Grammar, Usage, and Mechanics p. W31 5L3, Anchor Standard 2 (3-5L2) Editing II: Peer Proofreading p. W32 5L4c Publishing p. W33 5SL2 Sharing p. W34 5L6 Grammar: *Linking and Action Verbs p. W248 Anchor Standard 1 (3-5L1) *Main and Helping Verbs p. W249 Anchor Standard 1 (3-5L1) *Verb Tenses p. W250 5L1h, k *Using Linking and Action Verbs

				p. W252 5L1b
				Bold: priority skill * Assessed at end of week or end of module
	Foundational Skills		Communication	
	Decoding: r-Controlled Vowels /ôr/, / âr/, / ärr/ Spelling: Words with /ôr/, /ârr/, / ärr/ Fluency: Intonation 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 5SL1b, 5W7 CREATE A MOVIE PROPOSAL Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project.	