

Grade 5 Module 5
Project Earth
Essential Question:

How can caring for the Earth and its living things improve life now and in the future?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the Earth.

A genre focus on persuasive text provides students with opportunities to identify the author's purpose and audience, in order to better understand unfamiliar texts. Students will also encounter realistic fiction, drama, and informational text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that there are many ways to protect the future of the world around us.

In this writing module, students will write an editorial for their local newspaper about an environmental issue they feel strongly about. They will think about what it means for people to have different points of view about caring for the earth, depending on what they know and what they think is important. Students will state their central idea and provide specific details in clear, coherent sentences.

SCIENCE CONNECTION: Conservation

Science Elevate EARTH SCIENCE Topic 5-Human Impact on Earth's Systems

Students will identify how they can protect Earth's resources and environments.

T.C. Writing- Argument Essay

Module 5 Essential Question: How can caring for the Earth and its living things improve life now and in the future?

Week 1				Vocabulary			
Big Idea Words: pp. T150- T151 (Lesson 1) <i>contaminate, benevolent, imperil, endangered</i> 5R4, 5L6 Academic Critical Vocabulary: pp. T158-T159 (Lesson 2) <i>yield, humble, urban, influence, plots, alternative, transform, artificial</i> p.T166 5R4, 5L6 Vocabulary Strategy: p.T167 (Lesson 3) <i>Analogies</i> 5L4a Generative Vocabulary: pp. T172-173 (Lesson 4) Suffix <i>-ive</i> Spiral Review: Suffix <i>-able</i> 5L4b							
Reading				Writing			
Required Resources		Priority Skills & Instructional Vocabulary		Required Resources & Instructional Vocabulary		Priority Skills	
<i>Nature Preserves</i> 5RF4a <i>Potatoes on Rooftops</i> 5RF4a		Module Launch Central Idea: evaluating evidence using facts, statistics, descriptions, headings, and visuals 5R2 Read for Understanding Ask and Answer Questions: generate questions to deepen understanding 5R1 Close Read *Author's Purpose: persuade, inform, entertain 5R1, 5R8 *Ideas and Support: argument, claim, facts 5R3 *Author's Craft: anecdote, hyperbole, stereotype 5R1, 5R8 Bold: priority skill * Assessed at end of week or end of module		Required Resources: Lesson 1 Display and Engage 5.1, 5.2 Classroom materials: news article and editorial from a local newspaper or student news website Anchor Chart W9: Parts of an Argument Focal Text The Elephant Keeper Lesson 2 Focal Text The Elephant Keeper Lesson 3 Focal Text The Elephant Keeper Writer's Notebook p. 5.1 Lesson 4 Display and Engage 5.3 Writer's Notebook pp. 5.2, 5.3, 5.4 Lesson 5 Display and Engage 5.2, 5.4a–e, 5.5 Writer's Notebook pp. 5.4, 5.5, 5.6, 5.7		Argument-Editorial Introducing the Focal Text pp. W68-W70 5W1a-b, c The Read p. W71 5SL1b Vocabulary p. W72 5L4a, 5L4c, 5L6 Prewriting: Preparing to Write p. W73 5W1a Drafting I: Beginning the Draft p. W74 5W1b, 5W7 Grammar: *Regular Verbs p. W258 5L1g *Irregular Verbs p. W259 5L1g *Past Tense of Irregular Verbs p. W260 5L1k *Connect to Writing: Using Regular and Irregular Verbs p. W262 5L1k	

			Instructional Vocabulary: fact, editorial, opinion, thesis, argument, sound reasoning, position, viewpoint	Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication	
Decoding: Final Stable Syllables Spelling: Words with Final Schwa + /l/ Sounds Fluency: Phrasing 5RF3 , 5RF4			Listening Comprehension T162-T165. Listen to fluent reading. Summarize key ideas from a selection read aloud. 5SL1a	

Week 2		Vocabulary	
Academic Critical Vocabulary: pp. T190-T191 (Lesson 6, review in Lesson 7) <i>reduce, conscious, implying, contradict, cascading, depleted</i> (Lesson 8 introduce) <i>spectacle, toddlers, packet, retreat</i> (Review in Lesson 9) 5R4 , 5L6 Vocabulary Strategy: Analogies p. T199 (Lesson 7 and 9) p. T199 and p.T209 5L4a Generative Vocabulary: Latin Roots <i>dict, spect</i> p.T212 (Lesson 10) 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Living Green</i> 5RF4a <i>The Good Garden</i> 5RF4a	Read for Understanding Retell: theme, summarizing 5R2 Close Reading * Elements of Drama: cast of characters, dialogue, scene, stage directions, setting 5R5 * Literary Elements: characters, settings, plot, and events 5R5 , 5R1 * Figurative Language: imagery 5R1 , 5L5a , 5R4 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Display and Engage 5.4a–c , 5.6 Writer’s Notebook pp. 5.5, 5.6, 5.8 Anchor Chart W9: Parts of an Argument Lesson 7 Display and Engage 5.7 Writer’s Notebook pp. 5.5, 5.6 Lesson 8 Display and Engage 5.4a, 5.4d, 5.8a–b, 5.9a–b Writer’s Notebook p. 5.9 Lesson 9 Anchor Chart W14: Revising Checklist Display and Engage 5.10a–b Writer’s Notebook p. 5.10 Lesson 10 Display and Engage 5.11 Instructional Vocabulary: secondary source, primary source, plagiarism, paraphrase	Argument-Editorial Drafting II: Elements of Persuasive Writing p. W75 5W1a-b, e , 5W6 , 5W7 Drafting III: Teacher Conferencing p. W76 5W1a Drafting IV: Finishing the Draft p. W77 5W1e , 5W7 Revising I: Elaboration p. W78 5L3a , 5W1c, d Revising II: Grouping/Conferencing p. W79 5W1a-b, e , 5W6 Grammar: * Commas with Direct Address and Tag Questions p. W325 Anchor Standard 2 (3-5L1) * Connect to Writing: Using Commas and Semicolons p. W327 5L2f, g Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Recognize Base Words Spelling: Adding -ed and -ing 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

Week 3		Vocabulary	
Academic Critical Vocabulary: pp. T226-T227 <i>flight, toil, merchant, fort, jabbing, captivity, aggressive</i> (Lesson 11 and 12) 5R4 , 5L6 Vocabulary Strategy: p. T235 (Lesson 121) Homophones/ Homographs 5L4a Generative Vocabulary: pp. T238-239 (Lesson 13) 5L4b Latin Root <i>bene</i> ; Prefix <i>mal-</i> ; Suffix <i>-ure</i> Spiral Review: Latin Roots <i>dict, spect</i>			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Parrots Over Puerto Rico</i> 5RF4a	Read for Understanding Monitor and Clarify: understanding and using context clues 5RF4b Close Read *Text Structure: transition words, phrases 5R1 *Text and Graphic Features: headings, bold faced words, illustrations, diagrams 5R1 *Text Structure: cause and effect 5R5 Performance Task: Expository Essay 5W2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 11 Display and Engage 5.4e, 5.12a–b Lesson 12 Display and Engage 5.13 Lesson 13 Display and Engage 5.14 Lesson 15 Writer’s Notebook pp. 5.3, 5.11 Instructional Vocabulary: pronoun, complex sentences, subordinate clause, subordinate conjunction	Argument-Editorial Revising III: Incorporating Feedback p. W80 5L2k, 5L3a, 5L4c, 5W6, 5W7 Editing I: Grammar, Usage, and Mechanics p. W81 5L1d, 5L3a, 5W1d Editing II: Peer Proofreading p. W82 5L1d Publishing p. W83 5SL1b Sharing p. W84 5L6 Grammar: *Identifying Transitions p. W303 5L1d *Purposes of Transitions p. W304 5L1d *Transitions in Writing p. W305 5L1d *Connect to Writing: Using Transitions p. W307 5L1d

			Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication
Decoding: Recognize Root Words with Spelling Changes Spelling: Adding <i>-ed</i> and <i>-ing</i> 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