

Grade 5 Module 6

Art for Everyone

Essential Question:

How do different art forms impact people in different ways?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about how people create and share different art forms. A genre focus on biography provides students with opportunities to identify central ideas, point of view, author's craft, figurative language, and literary elements in order to better understand unfamiliar texts. Students will also encounter realistic fiction and procedural text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about the powerful impact of various art forms.

In this writing module, students will write a personal narrative. They will include a strong opening sentence that hooks the reader, use vivid words to help readers share the experience, and use different kinds of sentences to make their writing more interesting.

SOCIAL STUDIES CONNECTION: The Arts

Inquiry and Research Project

BE AN ARTIST FOR A DAY Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry- based project.

Module 6 Essential Question: How do different art forms impact people in different ways?

Week 1		Vocabulary	
Big Idea Words: pp. T278-T279 (Lesson 1) <i>classic, tribute, striking, provoking</i> 5R4, 5L6 Academic Critical Vocabulary: pp. T286-287 (Lesson 2) 5R4, 5L6 <i>gracing, controversy, skeptical, manufactured, incorporated, persistence, ambitious, ingenious, opinion, transverse</i> Vocabulary Strategy: p. T295 (Lesson 3) 5L4c Reference Materials Generative Vocabulary: pp. T300-T301 (Lesson 4) 5L4b Latin Root <i>struct</i>, Prefix <i>de-</i>, Suffixes <i>-ion, -ism</i> Spiral Review: Suffix <i>-ur</i> 5L6, 5L4a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Let's Get Creative</i> 5RF4a <i>Christo and Jeanne Claude</i> 5RF4a	Module Launch *Author's Craft: sensory words, verbs, graphics, tone, and voice 5R1 Read for Understanding Make Inferences: combine knowledge and evidence 5R1 Close Read *Central Idea: details such as facts, examples, and definitions 5R2 *Text Structure: sequential order 5R5 *Author's Craft: sensory words, verbs, graphics, tone, and voice 5R1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Writer's Notebook p. 6.1 Display and Engage 6.1 Lesson 2 Writer's Notebook p. 6.1 Focal Text Miss Alaineus: A Vocabulary Disaster Lesson 3 Focal Text Miss Alaineus: A Vocabulary Disaster Writer's Notebook p. 6.1 Lesson 4 Writer's Notebook pp. 6.2, 6.3, 6.4 Display and Engage 6.2 Anchor Chart W5: Elements of a Personal Narrative	Personal Narrative Introducing the Focal Text p. W86 5L6 The Read p. W87 5SL1 Vocabulary p. W88 5L4a, 5L5b-c, 5L6 Prewriting: Preparing to Write p. W89 5W3a-c Drafting I: Beginning the Draft p. W90 5W3a-c, 5L6 Grammar: *Adjectives p. W278 5L1b *Adjectives and Linking Verbs p. W279 5L1b *Connect to Writing: Using Adjectives and Articles p. W282 Anchor Standard 2 (3-5L2)

Week 2		Vocabulary	
Academic Critical Vocabulary: pp. T318-319 (Lesson 6 and 7) <i>exposure, willful, stereotypical, authentic, discriminatory</i> pp. T330-T331 (Lesson 8 and 9) <i>bars, contagious, fever, duets, solos</i> 5R4 , 5L6 Vocabulary Strategy: p.T327 (Lesson 7) Reference Materials p.T337 (Lesson 9) Reference Materials 5L4c Generative Vocabulary: pp. T340-341 (Lesson 10) Prefixes <i>super-</i> and <i>micro-</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Rita Moreno</i> 5RF4a <i>Play Louis, Play!</i> 5RF4a	Read for Understanding Visualize: mental images and five senses 5R7 Close Read * Characters: subject 5R3 * Point of View: first- and third-person 5R7 * Author's Craft: voice, mood, and anecdote 5R6 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Focal Text Miss Alaineus: A Vocabulary Disaster Anchor Chart W6: Narrative Structure Anchor Chart W5: Elements of a Personal Narrative Writer's Notebook pp. 6.5, 6.6 Lesson 7 Display and Engage 6.4 Writer's Notebook pp. 6.4, 6.6 Focal Text Miss Alaineus: A Vocabulary Disaster Lesson 8 Focal Text Miss Alaineus: A Vocabulary Disaster Display and Engage 6.5 Anchor Chart W12: Elements of Figurative Language Lesson 9 Anchor Chart W5: Elements of a Personal Narrative	Personal Narrative Drafting II: Understanding Plot Structure p. W91 5W3a-c, e Drafting III: Completing the Draft p. W92 5W3b, d, e, 5W7 Revising I: Elaboration p. W93 5W3, 5L5a-c Revising II: Conferencing p. W94 5SL1b Revising III: Incorporating Feedback p. W95 5L5a, c, 5W3b, d Grammar: * Adverbs that Tell How, Where, When, and How Often p. W283 Anchor Standard 1 (3-5L1) * Using Adverbs p. W285 5L1b * Connect to Writing: Using Adverbs p. W287 5L1d

Week 3		Vocabulary	
Academic Critical Vocabulary: pp. T354-T355 (Lesson 11 and 12) <i>consented, sheaf, outcome, homeland, advised, content, testifying</i> 5R4, 5L6 Vocabulary Strategy: p. T363 (Lesson 12) Analogies 5R4, 5L5c Generative Vocabulary: p.T366-367 (Lesson 13) Suffixes <i>-ant/-ent</i> ; Latin Roots <i>port, duc/duct</i> Spiral Review: Prefixes <i>super-, micro-</i> 5L6, 5L4a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Phillis's Big Test</i> 5RF4a	Read for Understanding Ask and Answer Questions: who, what, where, when, and how 5R1 Close Read *Theme: deeper meaning of a text, infer 5R2 *Literary Elements: setting, subject's culture, plot, and events 5L6 *Figurative Language: similes, metaphors, personification, and hyperbole 5L5a Performance Task: Expository Essay 5W2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 12 Anchor Chart W16: Proofreading Marks Writer's Notebook pp. 6.4, 6.5, 6.6 Lesson 14 Focal Text Miss Alaineus: A Disaster Display and Engage 6.6 Lesson 15 Display and Engage 6.7 Writer's Notebook pp. 6.3, 6.7 Instructional Vocabulary: simple sentence, compound sentence	Personal Narrative Revising IV: Varying Sentences p. W96 5L1d, 5L3a Editing I: Grammar, Usage, and Mechanics p. W97 5L1d Editing II: Peer Proofreading p. W98 Anchor Standard 1 & 2 (3-5L1-2) Publishing p. W99 5W7 Sharing p. W100 5L6 Grammar: *Prepositions p. W293 5L1d *Prepositional Phrases p. W294 5L1d, o *Connect to Writing: Using Prepositions and Prepositional Phrases p. W297 5L1d, o Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Words from Other Languages Spelling: Words from Other Languages Fluency: Expression 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 BE AN ARTIST FOR A DAY Over the next three weeks, students will collaborate to generate ideas, and complete research to help them present an inquiry-based project. 5W6, 5SL1b, 5SL1a