

Grade 5 Module 4

Wild West

Essential Question:

What character traits were needed in people who settled the West?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the people who settled the West. A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and author's craft techniques in order to better understand unfamiliar texts. Students will also encounter personal historical fiction to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about the settlers' varied experiences.

In this writing module students will write a letter to a historical society requesting information about what it was like to travel west back in the 1850s. In the letter, students will include a heading, date, salutation, body, closing and signature. Students will introduce themselves, state their purpose, use details, and include formal language within their writing.

SOCIAL STUDIES CONNECTION: Westward Expansion

UNIT 3 Geography in Westward Hemisphere.

The geographic characteristics of the Western Hemisphere affect where people choose to live, the way people earn a living, and their everyday life.

[PNW BOCES](#)

Module 4 Essential Question: What character traits were needed in people who settled the West?

Week 1		Vocabulary	
Big Idea Words: pp. T22-T23 (Lesson 1) <i>native, epic, midland, victory</i> 5R4, 5L6 Academic Critical Vocabulary: pp. T30-T31 (Lesson 2) <i>knowledge, posts, hardships, patriotic, slogans, handy, typical, consisted</i> Review in Lesson 3 5R4, 5L6 Vocabulary Strategy: p. T39 (Lesson 3) Homophones/Homographs 5L5c Generative Vocabulary: pp. T44-T45 (Lesson 4) Prefix mid-; Suffixes -al, -ic; Greek Roots <i>homo, hetero</i> Spiral Review: Prefix <i>inter</i> 5RF3a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Reasons for Westward Expansion</i> 5RF4a <i>Explore the Wild West</i> 5RF4a	Module Launch Text Structure: sequence, cause and effect, transition words 5R1 Read for Understanding Synthesize: monitor comprehension 5R3 Close Read *Central Idea: support, identify, evaluate, author's purpose 5R2 *Text Structure: compare and contrast, cause and effect, sequential order, problem and solution 5R5 *Author's Craft: voice, tone, 5R1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Focal Text Along the Santa Fe Trail Writer's Notebook p. 4.1 Display and Engage 4.1 Lesson 2 Focal Text Along the Santa Fe Trail Writer's Notebook p. 4.1 Lesson 3 Focal Text Along the Santa Fe Trail Display and Engage 4.2 Writer's Notebook p. 4.2 Lesson 4 Anchor Chart W1: Task, Audience, and Purpose Display and Engage 4.3a–b Writer's Notebook pp. 4.3, 4.4 Lesson 5 Anchor Chart W13: Parts of a Formal Letter Display and Engage 4.4a–d Writer's Notebook pp. 4.5, 4.6, 4.7	Informational Text-Letter Introducing the Focal Text p. W52 5SL1c The Read p. W53 5SL1c Vocabulary p. W54 5L4a, 5L4c, 5L6 Prewriting I: Task, Audience, Purpose p. W55 5SL1 Prewriting II: Parts of a Letter p. W56 5W2a-c Grammar: *Quotations p. W313 5L2d *Interjections and Dialogue p. W315 5L1d, 5L2d, 5L2f *Connect to Writing: Using Direct Quotations and Interjections p. W317 5L1d, 5L2f Bold: priority skill

Week 2		Vocabulary	
Academic Critical Vocabulary: pp. T62-T63 (Lesson 6) <i>employed, celestial, sacrifice, complaints</i> , pp. T74-T75 (Lesson 8) <i>homestead, primary, domain, residence, ideology</i> 5R4 , 5L6 Vocabulary Strategy: p. T81 (Lesson 9) Homophones/Homographs 5L5c Generative Vocabulary: pp. T84-T85 (Lesson 10) Prefix <i>trans-</i> , Suffixes <i>-ous, -ious</i> , Latin Root <i>-circum</i> Spiral Review: Prefix <i>mid-</i> ; Suffixes <i>-al, -ic</i> 5RF3a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Celestials' Railroad</i> 5RF4a <i>Homesteading</i> 5R7	Read for Understanding Monitor and Clarify: monitor comprehension, make adjustments when understanding breaks down 5RF4b Close Read *Central Idea: use evidence such as title, headings, repeated words, and photos or illustrations 5R2 *Text Structure: video, transition words and phrases, and cause and effect 5R3 Media Techniques: sound elements, experts, live action, animation, and visual elements 5SL2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Writer's Notebook pp. 4.1, 4.2 Lesson 7 Display and Engage 4.4a-d, 4.5 Writer's Notebook pp. 4.5, 4.6, 4.8 Lesson 8 Display and Engage 4.4a-d Writer's Notebook pp. 4.5, 4.6 Lesson 9 Anchor Chart W14: Revising Checklist Display and Engage 4.6a-b Writer's Notebook p. 4.7 Lesson 10 Anchor Chart W1: Task, Audience, and Purpose Anchor Chart W14: Revising Checklist Instructional Vocabulary: request for information, topic, conclusion, coherence, elaboration, transitions, revise	Informational Text-Letter Drafting I: The Body of a Letter p. W57 5W1f, 5W2a-c, 5W2e-f, 5L6 Drafting II: Integrating Genre Elements p. W58 5W2a-b, 5L6 Drafting III: Completing the Draft p. W59 5W1f, 5W2e, 5L6 Revising I: Elaboration and Organization p. W60 5W2b-c, 5L3a Revising II: Peer Conferencing p. W61 5W2d, 5L3a Grammar: *Subject Pronouns p. W233 Anchor Standard 1 (3-5L1) *Connect to Writing: Using Subject and Object Pronouns p. W237 5L1b Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding VCCCV Syllable Division Pattern Spelling Words with VCCV Syllable Division Pattern Fluency: Accuracy and Self-Correction 5RF3, 5RF4	Making 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.T89. 5R8

Week 3		Vocabulary	
Academic Critical Vocabulary, pp T98 (Lesson 11) frolic, stubble, dainty, plod, proportions, thresh, regaled, indispensable, oblivious Vocabulary Strategy, pp T107 (Lesson 12) Multiple-Meaning Words Generative Vocabulary, pp T110 (Lesson 13) Prefixes mis-, mal-, Suffixes-able, ible 5RF3a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>A Pioneer Sampler</i> 5RF4a	Read for Understanding Retell: summarize, plot, sequence words, and theme 5R2 Close Read *Literary Elements: characters, setting, plot, and events 5R1 *Point of View: first person and third person 5R6 *Varieties of English: formal and informal language 5L3b Performance Task Expository Essay 5W2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 11 Anchor Chart W14: Revising Checklist Display and Engage 4.7 Writer's Notebook p. 4.8 Lesson 12 Anchor Chart W16: Proofreading Marks Display and Engage 4.8a–b Lesson 13 Anchor Chart W15: Editing Checklist Writer's Notebook p. 4.9 Display and Engage 4.9 Lesson 14 Display and Engage 4.10 Lesson 15 Anchor Chart W17: Tips on How to Present Display and Engage 4.11 Writer's Notebook pp. 4.4, 4.10 Instructional Vocabulary: pronoun, complex sentence, subordinate clause, subordinating conjunction	Informational Text-Letter Revising III: Incorporating Feedback p. W62 5L3a, 5W1f, 5W2c Editing I: Grammar, Usage, and Mechanics p. W63 Anchor Standard 1 (3-5L1) Editing II: Peer Proofreading p. W64 5SL1b Publishing p. W65 5L6 Sharing p. W66 5L6 Grammar: *Present and Past Tense p. W253 5L1k *Future Tense p. W254 5L1h, 5L1k *Consistent Use of Tenses p. W255 5L1k, 5L1l *Connect to Writing: Using the Correct Verb Tense p. W257 5L1h, 5L1k, 5L1l

			Bold: priority skill * Assessed at end of week or end of Module
Foundational Skills			Communication
Decoding: VV Syllable Division Pattern Spelling Words with VV Syllable Division Pattern Fluency: Expression <u>5RF3, 5RF4</u>			Speaking and Listening: Engage in Discussion- Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. <u>5SL1d</u>