

Grade 5 Module 3
Natural Disasters
Essential Question:

How can learning about natural disasters make us safer?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about natural disasters. A genre focus on informational text provides students with opportunities to identify central ideas, summarize events, and to ask and answer questions in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, realistic fiction, and persuasive text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about the causes of different types of natural disasters.

In this writing module students will write a persuasive essay stating what they would do if a natural disaster destroyed their town. Students will have to decide if they should rebuild or move away. Students will introduce their topic with a clear statement of opinion and provide three details with facts and examples in an organized way.

Science Connection: Natural Disasters

Science Elevate Topic 3 – Earth Science

Students will build on their understanding of earth as they explore how earth's systems interact with one another. They will develop an understanding of cause-and-effect relationships.

**** Cloud in a Bottle Investigation****

**** Cloud in a Bottle investigation****

T.C Writing- Literary Essay

Module 3 Essential Question: How can learning about natural disasters make us safer?

Week 1		Vocabulary	
Big Idea Words: (Lesson 1), pp. T278-279 <i>notable, spontaneous, tremor, hazard</i> 5R4, 5L6 Academic Critical Vocabulary: (Lesson 2, 3 and 5) <i>seismographs, tremor, hazard</i> 5R4, 5L6 Vocabulary Strategy, p. T295 (Lesson 3) Multiple Meaning Words 5L6, 5L4a Academic Critical Vocabulary: <i>seized, hesitate, watchful, scrawled, ditty, refrain, restless</i> Vocabulary Strategy: <i>Context Clues</i> Generative Vocabulary, pp. T300-T301 (Lesson 4) Greek Roots <i>rupt, fer</i> Spiral Review: Suffix -less 5L6, 5L4a Generative Vocabulary: Suffixes -fu, -less, -ment, -ness			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Who Studies Natural Disasters?</i> 5RF4a <i>Eruption! The Science of Saving Lives.</i> 5RF4a	Module Launch pp. T278-279 Author's Craft: sensory words, vivid verbs and precise nouns 5L5a Read for Understanding Make and Confirm Predictions: clues (heading, photos, visual elements) 5R1 Close Read *Text Structure: Sequence 5R1 *Figurative Language: imagery and sensory words 5R4 *Content Area Words: context clues and dictionary 5L6 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Anchor Chart W9: Parts of an Argument Display and Engage 3.1 Lesson 2 Focal Text Green City Writer's Notebook pp. 3.1, 3.2 Display and Engage 3.2 Lesson 3 Focal Text Green City Display and Engage 3.3 Writer's Notebook p. 3.3 Lesson 4 Focal Text Green City Writer's Notebook p. 3.4 Lesson 5 Display and Engage 3.4a-b Writer's Notebook pp. 3.5, 3.6, 3.7	Persuasive Essay Priming the Students: p. W36 5W6W36 Priming the Text: p. W37 5W7W37 The Read: p. W38 5SL1 Vocabulary: p. W39 5L4a, c; 5L6 Preparing to Write: p. W40 5W1a-b, d-e Grammar: *Direct Objects p. W243 Anchor Standard 1 (3-5L1) Compound Direct Objects p. W244 Anchor Standard 1 (3-5L1) *Indirect Objects p. W245 Anchor Standard 1 (3-5L1) Review Complete Sentences p. W201 Anchor Standard 1 (3-5L1)

Week 2		Vocabulary	
Academic Critical Vocabulary: pp. T318 (Lesson 6) p. T326 (Lesson 7) <i>prior, magnitude, literally, maintenance,</i> Pp. T330 (Lesson 8) <i>parallel, lateral, destruction, triggered, trust, radiate, modified</i> 5L6, 5L4a Vocabulary Strategy: p. T337 (Lesson 9) Multiple Meaning Words 5L6, 5L4a Generative Vocabulary: pp. T340-341 (Lesson 10) Greek Root geo; Suffixes -logy, -logist Spiral Review: Roots <i>graph, rupt, fer</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Between the Glacier and the Sea: The Alaska Earthquake</i> 5R7 <i>Quaking Earth, Racing Waves</i> 5RF4a	Read for Understanding Summarize: retell and paraphrase in a logical order 5R2 Summarize: key ideas 5R2 Close Read Media Techniques: media techniques to inform, entertain, and persuade viewers *Author's Craft: voice 5R1 *Central Idea: supporting details. 5R2 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Display and Engage 3.3, 3.5a–d Writer's Notebook pp. 3.5, 3.8, 3.9, 3.10, 3.11 Lesson 7 Writer's Notebook pp. 3.8, 3.9, 3.12 Display and Engage 3.5a–d, 3.6 Lesson 8 Display and Engage 3.3 Writer's Notebook pp. 3.8, 3.9 Lesson 9 Display and Engage 3.7, 3.8a–b Lesson 10 Display and Engage 3.9a–3.9c Anchor Chart W9: Parts of an Argument Instructional Vocabulary: transitional word or phrase, plagiarism	Persuasive Essay Drafting I: Beginning the Draft p. W41 5W1a-b, 5W6, 5W7 Drafting II: About Persuasive Writing p. W42 5L3a, 5L4c, 5W1d Drafting III: Completing the Draft p. W43 5W1a-b, e Revising I: Elaboration and Organization p. W44 5W1a-d, 5W7, 5L3a Revising II: Group Conferencing p. W45 5SL1 Grammar: <i>And, But, and Or</i> p. W298 5L1d, 5L1n Combine Sentences and Ideas p. W299 5L1d, 5L2e *Subordinating Conjunctions p. W300 5L1d, 5L1n

			*Connect to Writing: Using Conjunctions p. W302 5L1d Bold: priority skill * Assessed at end of week or end of module
	Foundational Skills	Communication	
	Decoding: Compound Words Spelling: Compound Words Fluency: Phrasing 5RF3, 5RF4	Research and Media Literacy Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). 5SL2	

Week 3	Vocabulary		
Academic Critical Vocabulary: pp. T354-355 (Lesson 11-12) <i>surge, eventually, regions, mobile, anchored, foundations, category, track</i> 5L6, 5L4a			
Vocabulary Strategy: p. T363 (Lesson 12) Antonyms/Synonyms 5L5c			
Generative Vocabulary: pp T366-T367 (Lesson 13) Prefixes -inter-/con-/cor- Spiral review: Greek Root <i>geo</i> ; Suffixes -logy, -logist 5L6, 5L4a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Hurricanes: The Science Behind Killer Storms</i> 5RF4a	Read for Understanding Ask and Answer Questions: clarify and reread for understanding 5R1 Close Read *Text and Graphic Features: insets, timelines, side bars, headings, graphics, boldfaced words, illustrations, diagrams 5R8 *Content Area Words: domain specific words, context clues 5L6 *Text Structure: organized information contributes to author's purpose 5R1 Performance Task Opinion Essay 5W1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 11 Anchor Chart W14: Revising Checklist Display and Engage 3.10a–b Lesson 12 Display and Engage 3.11a–c Lesson 13 Anchor Chart W9: Parts of an Argument Display and Engage 3.12 Writer's Notebook p. 3.13 Lesson 14 Display and Engage 3.5a–d, 3.13 Lesson 15 Anchor Chart W17: Tips on How to Present Display and Engage 3.14 Writer's Notebook pp. 3.7, 3.1	Revising III: Incorporating Feedback p. W46 5L3a, 5L4c Editing I: Grammar, Usage, and Mechanics p. W47 Anchor Standard 1 (3-5L1) Editing II: Peer Proofreading p. W48 Anchor Standard 1 & 2(3-5L1) Publishing p. W49 5W7 Sharing p. W50 5SL4, 5SL5 Grammar: *Complex Sentences with Conjunctions p. W213 5L3a, 5L1d Dependent and Independent Clauses p. W214 5L3a Correlative Conjunctions p. W215 5L3a, 5L1d *Connect to Writing: Using Complex Sentences p. W217 5L3a, 5L1a, 5L1d Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: VCV Syllable Division Pattern Spelling: Words with VCCV Syllable Division Pattern Fluency: Reading Rate 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