

Grade 5 Module 9
Unexpected, Unexplained
Essential Question:

What makes something mysterious, and what makes people want to solve mysteries?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about mysteries. A genre focus on mystery provides students with opportunities to make inferences, to make and confirm predictions, and to identify literary elements and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn about different types of intriguing mysteries and the methods people use to try to solve them.

In this writing module students will write an imaginative story in which they develop a character whose personality and actions are responsible for driving the plot. Students will include sensory details and dialogue within their narrative, along with the setting, conflict, and resolution.

SCIENCE CONNECTION: Unsolved Mysteries

Elevate Science-The Solar System Topic 7 Patterns in Space
Students will use their knowledge about the solar system to explain or predict observable events.

Inquiry and Research Project

OPEN A DETECTIVE AGENCY Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry- based project.

Module 9 Essential Question: What makes something mysterious, and what makes people want to solve mysteries?

Week 1		Vocabulary	
Big Idea words: pp. T278-T279 (Lesson 1) <i>suspense, falsify, factor, effect</i> 5R4, 5L6 Academic Critical Vocabulary: pp T286-T287 (Lesson 2) <i>formidable, relentlessly, musings, sentimental, prefer, engulfed, audible, will, keepsake</i> 5R4, 5L6 Vocabulary Strategy: p. T295 (Lesson 3) Review: Multiple Meaning Words 5L5c Generative Vocabulary: pp. T300-T301 (Lesson 4) <i>fac, fec, fy</i> Spiral Review: Latin Root <i>voc</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Why People Love Mysteries</i> 5RF4a <i>Mr. Linden's Library</i> 5RF4a	Module Launch *Author's Purpose: persuade, inform, entertain 5R1 Read for Understanding Make and Confirm Predictions: correct and confirm 5R1 Close Read Characters: dialogue, appearance, traits, behaviors, conflicts, thoughts and emotions 5R3, 5R1 *Literary Elements: plot, rising action, climax, falling action, resolution 5R5, 5R1 *Figurative Language: imagery, sensory words 5R1, 5L5a, 5R4 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Anchor Chart W6 Narrative Structure Display and Engage 9.1 Lesson 2 Focal Text The Egypt Game Writer's Notebook p. 9.1 Lesson 3 Focal Text The Egypt Game Anchor Chart W12: Elements of Figurative Language Writer's Notebook pp. 9.2, 9.3 Lesson 4 Display and Engage 9.2a–9.2b Writer's Notebook pp. 9.4, 9.5, 9.6 Lesson 5 Display and Engage 9.3a–9.3c Writer's Notebook p. 9.5, 9.7, 9.8	Narrative -Imaginative Story Introducing the Focal Text p. W134 The Read p. W135 5R1 Vocabulary p. W136 5W3b, 5L6 Prewriting I: Preparing to Write p. W137 5L3a, 5W3d Drafting I: Beginning the Draft p. W138 5W3b, 5W3d Grammar: *Contractions with <i>Not p.</i> W308 Anchor Standard 1(3-5L1) *Contractions with Pronouns p. W309 Anchor Standard 1(3-5L1) Pronoun Contractions and Homophones p. W310 Anchor Standard 1(3-5L1) Using Contractions Correctly p. W312 Anchor Standard 1(3-5L1)

			Instructional Vocabulary: character, plot, figurative language, literal language	Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication	
Decoding: Prefixes <i>com-</i> , <i>con-</i> , <i>pre-</i> , <i>pro-</i> Spelling: Words with Prefixes <i>com-</i> , <i>con-</i> , <i>pre-</i> , <i>pro-</i> Fluency: Expression 5RF3 , 5RF4			Listening Comprehension Listen to fluent reading. Summarize key ideas from a selection read aloud. 5SL1a Inquiry and Research Project OPEN A DETECTIVE AGENCY Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project. 5W6 , 5L2j , 5W7	

Week 2		Vocabulary	
Academic Critical Vocabulary: pp. T318-319 (Lesson 6) <i>chastised, sightings, earnest, desperately, convinced</i> pp. T330-331 (Lesson 8, review these words in Lesson 9) <i>misconceptions, boaxes, elusive, theoretical, encounters</i> 5R4 , 5L6 Vocabulary Strategy: p. T327 (Lesson 6 and 9) Multiple-Meaning Words 5L4a Generative Vocabulary: pp. T340-41 (Lesson 10) <i>-y, -ion, -ic, -ious, -less</i> Spiral Review: Roots <i>fac, fec, fy</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Loch Ness Monster</i> 5R7 <i>Finding Big Foot</i> 5RF4a	Read for Understanding Make and Confirm Predictions: before and during viewing a media presentation 5R1 Close Read *Media Techniques: Identify the purpose, summarize 5R7 *Ideas and Support: facts, opinion, evidence 5R3 , 5R2 , 5R1 , 5R8 *Text and Graphic Features: headings, photos, visual elements 5R1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Anchor Chart W6: Narrative Structure Lesson 7 Display and Engage 9.3a–9.3c Writer’s Notebook pp. 9.7, 9.8, 9.9 Anchor Chart W3: Asking Questions Lesson 8 Anchor Chart W4: Narrative Elements Lesson 9 Focal Text The Egypt Game Display and Engage 9.4a–9.4b Lesson 10 Display and Engage 9.3b, 9.5 Anchor Chart W14: Revising Checklist Instructional Vocabulary: setting, conflict, resolution	Narrative -Imaginative Story Drafting II: Elements of a Narrative p. W139 5W3c , 5W3b Drafting III: Understanding Characters p. W140 5W3a Drafting IV: Completing the Draft p. W141 5L3a , 5W3b Revising I: Using Dialogue p. W142 5L3a , 5W3b Revising II: Grouping/Conferencing p. W143 5L3a Grammar: Singular Possessive Nouns p. W228 Anchor Standard 1 (3-5L1) *Plural Possessive Nouns p. W229 Anchor Standard 1 (3-5L1) *Using Possessive Nouns p. W230 Anchor Standard 1 (3-5L1) Using Possessive Nouns p. W232 Anchor Standard 1 (3-5L1)

			Bold: priority skill * Assessed at end of week or end of module
Foundational Skills			Communication
Decoding: pp. T334-T335 Suffixes <i>-ant, -ent, -ent, -ible, -ism, -ist</i> Spelling: p T324 Adding the suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i> Fluency: p. T325 Accuracy and Self-Correction 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 OPEN A DETECTIVE AGENCY Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project. 5W6 , 5L2j , 5W7

Week 3	Vocabulary		
Academic Critical Vocabulary: pp T354 (Lesson 11 and 12) <i>hastily, muffled, gaping, beckoned, feeble, shudder, conviction, faltering, extinguished</i> 5R4, 5L6			
Vocabulary Strategy: p. T363 (Lesson 14) Review: Homophones/ Homographs pp.T372-73 Vocabulary Spiral Review 5L5c			
Generative Vocabulary: pp. T366-T367 (Lesson 13) Review Suffixes <i>-ous/-ious, -ant, -ment</i> . Spiral Review: Suffixes <i>-y, -ily, -ly</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Secret Keepers</i> 5RF4a	Read for Understanding Make Inferences: educated guess based on clues and reader’s knowledge 5R1 Close Read *Literary Elements: plot, events 5R5, 5R1 *Author’s Craft: mood, tone, and voice 5R6, 5R1 *Point of View: narrator, first person, third person 5R6, 5R1 Performance Task: Opinion Essay 5W1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 12 Anchor Chart W15: Editing Checklist Lesson 13 Writer’s Notebook p. 9.10 Display and Engage 9.6 Lesson 15 Anchor Chart W17: Tips on How to Present Writer’s Notebook pp. 9.6, 9.11	Narrative -Imaginative Story Revising III: Incorporating Feedback p. W144 5W3b, 5W3d, 5W3a Editing I: Grammar, Usage, and Mechanics p. W145 Anchor Standards 1 and 2 (3-5L1) Editing II: Peer Proofreading p. W146 Anchor Standard 1 and 2 (3-5L1) Publishing p. W147 5SL2 Sharing p. W148 5L6 Grammar: *Using Commas in Sentences p. W330 Anchor Standard 2 (3-5L1) Using Commas in Sentences p. W332 Anchor Standard 2 (3-5L1) Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Greek Word Roots Spelling: Words with Greek Roots Fluency: Intonation 5RF3, 5RF4	Speaking and Listening: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. Engage in Discussion. 5SL1d Inquiry and Research Project OPEN A DETECTIVE AGENCY Over the next three weeks, students will collaborate to generate ideas, research, complete, and present an inquiry-based project. 5W6, 5L2j, 5W7