

Grade 5 Module 10

Use Your Words

Essential Question:

What can we learn about ourselves by observing and interacting with animals?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about animals. A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts and videos. Students will also encounter narrative nonfiction and poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that animals demonstrate amazing characteristics and abilities in their everyday lives.

In this writing module, students choose an organization that cares for animals and write a letter to the editor of their local newspaper. In their letter, they will explain why people should support the organization with their money or time. Students will include the parts of a letter including, heading, salutation, body, closing, and signature.

SCIENCE CONNECTION: Animal Behaviors

Elevate Science Life Science Topic 9-Matter and Energy in Ecosystems
In this STEM Quest, students will explain phenomena and design solutions to problems.

T.C. Writing- Journalism

Module 10 Essential Question: What can we learn about ourselves by observing and interacting with animals?

Vocabulary			
Big Idea words: pp. T22-T23 (lesson 1) <i>tension, antisocial, band, relationship</i> 5R4, 5L6 Academic Critical Vocabulary: pp. T30-T31 (Lesson 2, Review in Lesson 3) <i>enclosure, anticipation, possession, inhumane, solitary, territory, coaxing, generation, dominated (Lesson 2-3)</i> 5R4, 5L6 Vocabulary Strategy: Antonyms/Synonyms (Lesson 3) 5L5c Generative Vocabulary: pp. T44-45 (Lesson 4) Review Prefixes: Spiral Review Suffixes 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Why We Watch Animals</i> 5RF4a <i>Willie B. A Story of Hope</i> 5RF4a	Module Launch *Author's Craft: author's purpose and tone 5R1 Read for Understanding Synthesize: put together different pieces of information, make new ideas 5R3, 5R1 Close Read *Theme: author's purpose, inferences 5R2, 5R1 *Author's Craft: author's purpose and tone 5R1 *Text Structure: compare and contrast 5R3, 5L5a Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 1 Classroom materials list of animal welfare programs and organizations Display and Engage 10.1 Lesson 2 Classroom materials letter to the editor from an outside source Anchor Chart W9: Parts of an Argument Lesson 3 Focal Text The One and Only Ivan Lesson 4 Focal Text The One and Only Ivan Display and Engage 10.2 Writer's Notebook p. 10.1 Lesson 5 Display and Engage 10.3 Writer's Notebook pp. 10.2, 10.3	Argument: Letter to the Editor Priming the Students p. W150 5L6 Priming the Text p. W151 5L6 The Read p. W152 5R1 Vocabulary p. W153 5L4a, 5L6 Prewriting I: Preparing to Write p. W154 5L4a, 5L6 Grammar: Other Uses for Commas p. W334 Anchor Standard 2 (3-5L2) *Commas in Sentences p. W335 Anchor Standard 2 (3-5L2) Using Commas Correctly p. W337 Anchor Standard 2 (3-5L2) Bold: priority skill * Assessed at end of week or end of module

Week 2		Vocabulary	
Academic Critical Vocabulary, pp T62-T63 (Lesson 6 review in Lesson 7 <i>posture, master, technique, utilize, fend, status</i>, (Lesson 8 review in Lesson 9) <i>clan, restore, benefit, reconcile, covered, enabled</i> 5R4, 5L6 Vocabulary Strategy, p. T71 (Lesson 7) Antonyms/Synonyms 5L5c Generative Vocabulary, ppT84 (Lesson 10) Latin Root <i>bene-</i>, Spiral Review: Prefixes <i>in-, anti-, pre-</i> 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Dolphin Parenting</i> 5R7 <i>Can We Be Friends?</i> 5RF4a	View for Understanding Monitor and Clarify: ask questions 5R1, 5RF4b Close Read Media Techniques: sound elements, graphics, live action 5SL2, 5R3, 5R1 *Central Idea: supporting details (facts, examples, statistics, reasons, and definitions) 5R3, 5R2, 5R1 *Text Structure: compare/contrast 5R5, 5R3, 5R1 Bold: priority skill * Assessed at end of week or end of module	Required Resources: Lesson 6 Display and Engage 10.4a–10.4c Writer’s Notebook p. 10.4 Classroom materials: yellow, pink, and blue index cards Lesson 7 classroom materials: index cards from previous lesson, large sheet of paper Writer’s Notebook p. 10.4 Anchor Chart W9: Parts of an Argument Lesson 8 Writer’s Notebook p. 10.4 Display and Engage 10.5 Lesson 9 Display and Engage 10.4a–10.4c, 10.6 Lesson 10 Writer’s Notebook p. 10.5 Display and Engage 10.7	Argument: Letter to the Editor Drafting I: Beginning the Draft p. W155 5W1a, 5W6, 5W1b Drafting II: Elements of the Genre p. W156 5W1b, 5W1e Drafting III: Completing the Draft p. W157 5W1a, 5W1e Revising I: Writing Effective Paragraphs p. W158 5W1b, 5W1c Revising II: Peer Conferencing p. W159 5W1a, 5W1b, 5W1e Grammar: Colons p. W338 Anchor Standard 2 (3-5L2) Parenthesis p. W339 Anchor Standard 2 (3-5L2) *Using Punctuation p. W340 Anchor Standard 2 (3-5L2) Using Punctuation Correctly p. W342 Anchor Standard 2 (3-5L2)

Week 3		Vocabulary	
Academic Critical Vocabulary: pp. T98 (Lesson 11-12) <i>formations, random, aquatic, grasp, migrate, scaled, resume, resistant</i> 5R4, 5L6 Vocabulary Strategy: p. T107 (Lesson 12) Multiple-Meaning Words 5L4 Generative Vocabulary: pp. T110-11 (Lesson 13) Review Greek and Latin Roots Spiral Review Greek and Latin roots 5L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Winter Bees</i> 5RF4a Read for Understanding Visualize: mental images 5R1 Close Read *Theme: main message 5R2, 5R1 *Text and Graphic Features: capital letters, italic text, sidebars, insets, and illustrations 5R1, 5R7 *Author's Craft: imagery, figurative language, and general vocabulary 5R1, 5SL5a, 5R4 Performance Task: Write an Expository Essay 5W2 Bold: priority skill * Assessed at end of week or end of module		Required Resources: Lesson 11 Display and Engage 10.4a–10.4c Lesson 12 Display and Engage 10.8 Lesson 13 Display and Engage 10.9 Lesson14 Display and Engage p. 10.4a–10.4c Lesson 15 Anchor Chart W17: Tips on How to Present Writer's Notebook pp. 10.3, 10.6 Instructional Vocabulary: external coherence, internal coherence, transitions	Argument: Letter to the Editor Revising III: Incorporating Feedback p. W160 5W1d Revising IV: Transitions p. W161 5W1d Editing I: Peer Proofreading p. W162 5L3a Publishing p. W163 5SL2, 5SL5 Sharing p. W164 5SL1 Grammar: *Spelling Homophones p. W343 5L5c Spelling Words with Suffixes p. W345 Anchor Standard 2 (3-5L2) Using Correct Spelling p. W347 Anchor Standard 2 (3-5L2) Bold: priority skill * Assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Final Stable Syllables with /ə r/ Spelling: Words with Final /ə r/ Fluency: Phrasing 5RF3, 5RF4	Speaking and Listening: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. Engage in Discussion. 5SL1d