

**Grade 5 Module 2 Unit 1**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	5
<b>Unit Title</b>	Biodiversity in the Rainforest
<b>Unit Goals</b>	<p>Read and analyze a non-fiction text</p> <p>Summarize a text</p> <p>Compare two texts</p> <p>Use multiple sources to find answers to a question</p> <p>Practice using strengths to help others grow, provide peer feedback,</p> <p>Research information to solve a question</p>
<b>Pacing (# of weeks)</b>	3 - 5 weeks
<b>Standards</b>	<p>W.5.3,4 W.5.6</p> <p>W.5.2 (a,b,c,d,e)</p> <p>W.5.3 (a, b, c, d,e)</p> <p>W.5.4</p> <p>W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10</p> <p>RL.5.1,RL.5.4, RL.5.6,RL.5.9, RL.5.10</p> <p>RI.5.1,2,4,5,7,10</p> <p>RF.5.3,4 RF.5.4a, RF.5.4.c</p> <p>SL.5.1, 1.a, 1.b,1.c,1.d</p> <p>L.5.1 (a,b)</p> <p>L.5.2 (a,d)</p> <p>L.5.3 (a)</p> <p>L.5.4 (a,b,c)</p> <p>L.5.a.b</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>Describe the movement of matter among plants</p> <p>Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants.</p> <p>Some organisms, such as fungi and bacteria, break down dead organisms and therefore operate as decomposers. Decomposers eventually restore some materials back to the soil. Organisms can only survive in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life.</p> <p>Newly introduced species can damage the balance of an ecosystem.</p>
<b>Skills (be able to do)</b>	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

	<p>I can:</p> <p>Infer the module topic and support my inferences with details and examples from the text</p> <p>Find the gist of a narrative non-fiction text</p> <p>Describe the structure of a text</p> <p>Analyze a summary and explain how it is effective</p> <p>Cite evidence to support my inferences</p> <p>Describe the structure of an informative text</p> <p>Compare the overall structure of two texts about the rainforest</p> <p>Locate answers quickly and efficiently</p> <p>Fill out note catchers</p> <p>Participate in a science talk</p> <p>Ask questions so that I am clear about what is being discussed and build my understanding</p> <p>Review key ideas and draw conclusions</p>
<b>Essential Questions</b>	<p>Why do scientists study the rainforest?</p> <p>How do authors engage readers in narratives?</p>
<b>Enduring Understandings</b>	<p>Scientists study rainforests because it is home to diverse life and to determine the impact of deforestation on biodiversity.</p> <p>Narrative authors engage readers by researching what they are writing about to describe it accurately and precisely through concrete and sensory language.</p>
<b>Vocabulary</b>	<p>Inferences, rainforest, narrative non-fiction text, specialty, canopy, approximately, affects, conservation, solution, retain, pluck, inflatable, found, peered, occasional, occurs, obstacles, however, structure, summary, cite evidence, biodiversity, humid, occasionally, timeless, uncharted, undiscovered, s pieces, rare, thrive, proposition, support, common, destruction, economic, unfortunately, cycles, regulating, releases, systems, combating, chronologically, geometry, snapshot, cause, effect, observation, recently, estimated, developed, absorbing, regulate, patterns, theories, referred, striving, ancestors, home to many, millet, nourishment, beckoned</p>
<b>Common Learning Experiences</b>	<p>Build background knowledge as to why scientists study the rainforest</p> <p>Compare text structures</p> <p>Write summaries</p> <p>Web research</p> <p>Prepare and participate in a science talk</p>

	Participate in structured discussions Worktime for research Analyze a model text Use affixes and suffixes Whisper read
<b>Assessments</b>	Read and analyze informational texts Create an appropriate graphic organizer and record information Students apply what they learned about web research to use multiple print and digital sources to find answers to the question, "What can I do to help the rainforest?" Use topical vocabulary effectively
<b>Student Resources</b>	The Most Beautiful Roof in the World, The Great Kapok Tree, Seeds of Change
<b>Teacher Resources</b>	See texts above Model texts for writing

**Grade 5 Module 2 Unit 2**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	5
<b>Unit Title</b>	Overview and lessons
<b>Unit Goals</b>	<p>Quote accurately,            Explain what the text says explicitly and when drawing inferences from the text            Determine the meaning of general academic and domain-specific words and phrases, in a text,            Analyze texts and accounts of events note important similarities and differences.            Find the gist of a narrative text            Describe how a narrator's point of view influences how events are described in a narrative            Analyze author's words and phrases            Do a close read</p>
<b>Pacing (# of weeks)</b>	4-6 weeks
<b>Standards</b>	RL.5.1,4,6,9,10 RF.5.3,4 W.5.2,9a,10 L.5,2d,5
<b>Content/Conceptual Knowledge (know)</b>	Point of view influences how the events in a text are described and how concrete and descriptive language help a reader to understand a text.
<b>Skills (be able to do)</b>	<p>I can:            Write an on demand essay to answer a question            Use concrete language and descriptive language            Find the gist of a narrative text            Describe how a narrator's point of view influences how events are described in a narrative            Recognize similes, metaphors, and idioms in a text            Accurately quote from a text, give context for the quote, and explain what the quote means when drawing inferences            Recognise and explain the meaning of similes, metaphors, and idioms in a text            Write a paragraph explaining the similarities of the use of figurative language in two literary texts about the rainforest            Explain how concrete words and phrases and sensory details convey experiences and events precisely            Make connections between word choice and purpose</p>

	<p>Work with a partner to select a focus statement and concrete and sensory language for my literary analysis essay</p> <p>Read aloud with fluency</p> <p>Work with a partner to write an introduction, proof paragraph, second paragraph, final paragraph to a literary analysis</p> <p>Link ideas in my literary analysis essay using words, phrases, and clauses</p>
<b>Essential Questions</b>	<p>How does a narrator's or speaker's point of view influence how events are described?</p> <p>How do authors engage the reader in narratives?</p>
<b>Enduring Understandings</b>	<p>A first-person narrative helps us to see exactly how one character thinks and feels in response to a situation, while a third person narrative helps us to understand the thoughts and feelings of more than one character.</p> <p>Authors engage the reader in narratives by using concrete and sensory language to help readers imagine they are there.</p>
<b>Vocabulary</b>	<p>Narrative, narrator, point of view, third person, first person, frequently, fragrant, found, world, scrawny, ailing,</p>
<b>Common Learning Experiences</b>	<p>Answer selected response questions about the new literary texts.</p> <p>Work time</p> <p>Create a piece of text</p> <p>Read fluently</p> <p>Analyze texts and author's craft</p> <p>Work with a peer to write and review a piece of text/essay</p>
<b>Assessments</b>	<p>Read passages about the rainforest and answer questions about author's craft and read and analyze two excerpts about the same event, comparing the point of view</p> <p>Read a new excerpt of The Most Beautiful Roof in the World aloud for fluency</p> <p>Write an on-demand essay to answer the question, "What does the use of concrete language and sensory detail help you understand about the rainforest?"</p> <p>Proof paragraphs</p> <p>Exit tickets</p> <p>Finding the gist and unfamiliar vocabulary</p> <p>Explain quotes: figurative language and note-catcher</p> <p>Use VENN diagram and explain the meaning of similes, metaphors, and idioms in a text</p> <p>Comparison frames</p> <p>Describing and comparing the point of View</p>

<b>Student Resources</b>	Anchor charts, handouts, log
<b>Teacher Resources</b>	Anchor charts, handouts, log

**Grade 5 Module 2 Unit 3**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	5
<b>Unit Title</b>	Overview and Lessons
<b>Unit Goals</b>	Plan and draft a first person narrative that builds out a scenario from the text Work in pairs to plan and draft a partner narrative
<b>Pacing (# of weeks)</b>	3-4 weeks
<b>Standards</b>	W.5.3,4,5,10 L.5.1a,L.5.3a
<b>Content/Conceptual Knowledge (know)</b>	The elements and process to create a first person narrative The elements and process to create a third person narrative The characteristics of the types of narratives The roles of parts of speech and how they enhance the reader's enjoyment Images both verbal and in graphic display, enhance the reader's enjoyment
<b>Skills (be able to do)</b>	I can: Find the gist of a narrative text Describe how a narrator's point of view influences how events are described in a narrative Identify the characteristics of the beginning of a narrative Plan and draft the beginning of a narrative that establishes the situation and introduces the characters Plan and draft the middle of a narrative that develops a sequence of events that unfolds naturally and shows the response of the narrator and the response of other characters to the situation Explain the function of the conjunctions and in general and in particular sentences for the text Identify the characteristics of the end of a narrative Plan and draft the end of a narrative that provides a satisfying solution to the problem Plan and draft a narrative text that has a clear sequence of events Revise my writing to slow down time when something interesting relevant to the plot is happening Identify conjunctions and their function in writing Identify interjections and prepositions and explain their function in writing and use them in my writing  Follow criteria and feedback from my teacher to revise my narrative Work with my partner to write an author's note

	<p>Work with a partner to design an eye-catching front cover for the book</p> <p>Write a contents page</p> <p>Select and create a visually appealing image for the book that contributes to the narrative</p> <p>Complete a book</p>
<b>Essential Questions</b>	<p>How does a narrator's or speaker's point of view influence how events are described?</p> <p>How do authors engage the reader in narratives?</p>
<b>Enduring Understandings</b>	<p>A first person narrative helps us to see exactly how one character thinks and feels in response to a situation, while a third person narrative helps us to understand the thoughts and feelings of more than one character.</p> <p>Authors engage the reader in narratives by speeding up or slowing down the pacing according to what is happening and by using concrete and sensory language to help the reader imagine he or she is there.</p>
<b>Vocabulary</b>	<p>Establish the situation, narrative text, narrator, point of view, first person point of view, third person point of view. Outhouse, sake, penetrating, dense, flicking, concerned, canopy, emergent layer, platform, part of speech, phrase, clause, penetrating, central problem, relevant,</p>
<b>Common Learning Experiences</b>	<p>Use the Narrative Planning graphic organizers to plan a beginning that establishes the situation by introducing their characters and or narrator, a middle that describes the central problem and how the characters respond to the problem and add an ending that has a logical solution to wrap up the problem</p> <p>Write a first draft</p> <p>Select a prompt to write to in the log</p> <p>Partner up to create a book - narrative</p> <p>Use conversation cues</p> <p>Analyze the relationships signaled by subordinating conjunctions in sentences from excerpts</p> <p>Practice finding the function of parts of speech and interjections</p> <p>Respond to prompts to practice informational writing techniques modeled and discussed in module lessons</p> <p>Analyze two academic vocabulary words with the roots "aud" and "log" and practice using the words in context.</p> <p>Build reading stamina</p> <p>Group sharing</p>

<b>Assessments</b>	Plan and draft first person narratives to build out a scenario from “The Most Beautiful Roof in the World” Students revise their narratives, focusing on narrative technique and pacing Revise a first person narrative
<b>Student Resources</b>	Graphic organizers, texts
<b>Teacher Resources</b>	Texts, anchor charts, models, handouts