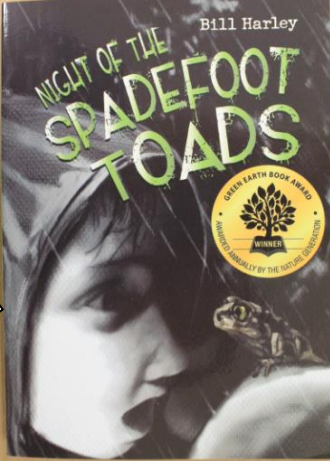


DEPENDING ON EACH OTHER

GOALS

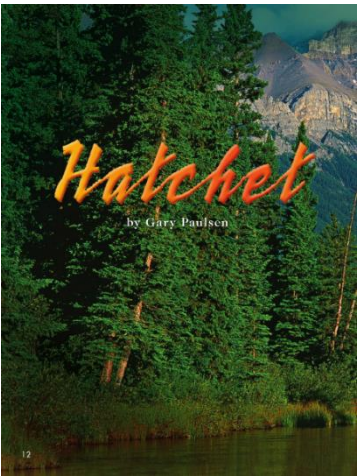


claimed
 experiment
 species
 ecosystems

biomes
 wry
 baffled
 deflated
 marvel
 vernal
 extinct
 careens
 straggle
 welling
 dwindled
 feebly
 inherited
 query
 sinister
 murky
 gestures
 pleading
 interfere
 lurches
 clenches
 trudges
 treading
 skitter
 exasperated
 wheedle
 undergrowth



fiercely
 prejudiced
 assured
 craned
 stupor



wilderness
 gingerly
 survival
 ignite
 registered
 painstaking
 depression
 gratified

Fifth Grade WORD ANALYSIS
 SKILLS:

- Suffix -/y
- Greek and Latin Roots
- Compound words
- Shades of Meaning

PBA Task Write A Short Story

- Narrative Task:**
- Students will* write a short story about a character who cares about his or her surroundings. They will describe the actions the character takes to show his or her understanding of the environment.
- Students will:***
- create and organize a sequence of events with a clear beginning, middle, and end.
 - use narrative techniques, including dialogue and description, to develop events and characters.
 - use transition words to connect the events.
 - include an ending that brings the story to a conclusion

DEPENDING ON EACH OTHER

GOALS

Enduring Understandings

- **Readers** understand the relationships between individuals, concepts, and events based on information provided in texts.
- **Writers** understand how to develop a topic with facts, definitions, and concrete details.
- **Learners** understand that all living things interact with and affect one another.

"Knows"

ESSENTIAL QUESTIONS

How do **readers** identify relationships and interactions in texts?

How do **writers** develop a topic?

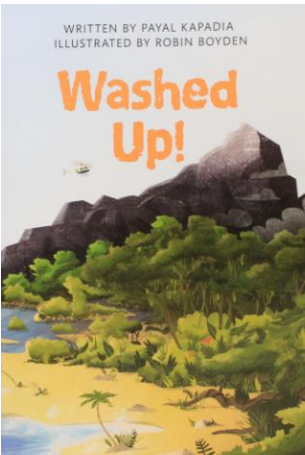
"Dos"

MODULE GOALS

Readers will explain the relationships between scientific concepts presented in texts.

Writers will examine a topic and convey ideas with facts, definitions, and details.

EXPLORE CONTENT **Learners** will explain how living things interact with and affect one another.



civilization

reality

vied

ultimate

shelter

rations

predicted

teeming

frugally

windswept

ingenious

glum

yielded

murky

squelchy

comfort zones

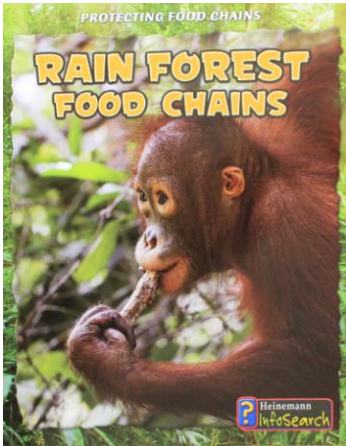
conclusions

precisely

notoriously

gratefully

dramatically



decomposers

organism

producers

relationship

predators

prey

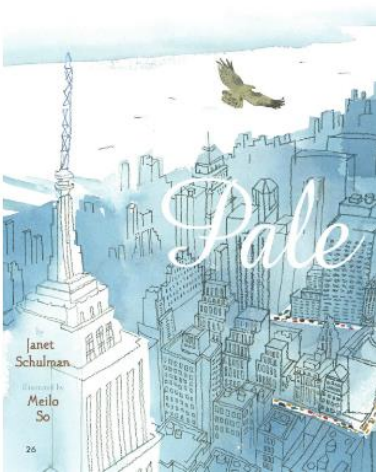
scavenger

dense

practical

native

sustainable



distinctive

exclusive

ornate

thrived

perseverance

substantial

renovate

conservation

protests

relentless

Fifth Grade Word Analysis Skills

- Inflected Endings *-ing*
- Homographs and Homonyms
- Words from Spanish and French
- Suffixes *-tion, -ion*

PBA Description Write about Environments

Informative/Explanatory Task:

Students will write a clear and logical informative essay that describes one of the environments they read about in the selections. **(DOK L4)**

Students will:

- clearly introduce the topic.
- group related information in a logical way.
- use visuals, facts, and definitions related to the topic.
- use Domain-Specific language and vocabulary to inform the reader.
- provide a conclusion.

FINDING COURAGE

Enduring Understandings

- **Readers** understand the importance of summarizing texts.
- **Writers** understand that opinions can be supported with evidence from a variety of sources.
- **Learners** understand that people respond to inequality and injustice in different ways.

“Knows”
ESSENTIAL QUESTIONS

How do **readers** summarize text?

How do **writers** support opinions with evidence from different sources?

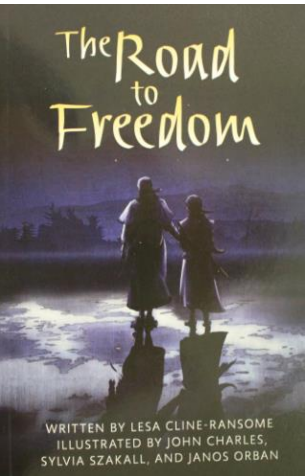
“Dos”
MODULE GOALS

Readers will quote accurately from a text when summarizing the events or the main ideas and details.

Writers will state and support an opinion using evidence from a variety of sources.

EXPLORE CONTENT **Learners** will demonstrate understanding of ways in which people respond to inequality and injustice.

GOALS



debts

auction

master

stumble

plantation

patrolled

curled

screech

grumbled

shivering

scent

quilt

conductor

slavery

shuffling

tumbled

whinnied

stuttered

drifted

lantern

scattered

hunched

capturing

blisters

carriage

surrounded

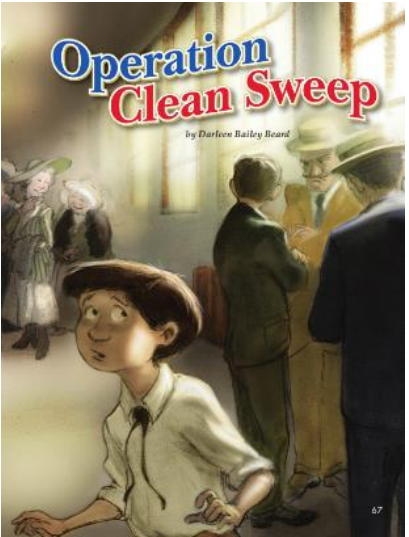
pillars

territory

historical

abolish

tremendous



politics

rampant

tallied

underestimate



Cesar Chavez
Champion of Workers
by Tyler Schumacher

heritage

ironic

convince

Fifth Grade Word Analysis Skills:

- Words from Spanish
- Word Families
- Endings *-s, -ed, ing*

PBA Description

Write an Opinion Speech

Opinion Task:

Students will choose an example of inequality or injustice either from the selections, their own lives, or the world around them. They will use their example to write an opinion speech with facts, details, and evidence from the texts. (DOK L4)

Students will:

- introduce their topic and state their opinions about it.
- create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- provide reasons with facts and details to support their opinions.
- link opinions with reasons using words, phrases, & Clauses.
- provide a conclusion.

FINDING COURAGE

Enduring Understandings

- **Readers** understand that relationships between individuals and historical events are important to their understanding of a text.
- **Writers** understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information.
- **Learners** understand that social movements are produced by a unique combination of leadership and events.

“Knows”
 ESSENTIAL QUESTIONS

How does understanding the relationships between individuals and historical events help **readers** comprehend a text?

How do **writers** clearly convey ideas and information?

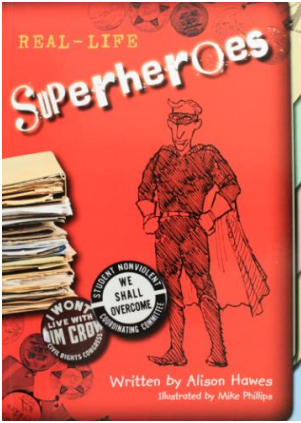
“Dos”
 MODULE GOALS

Readers will explain the relationships between individuals and historical events based on information presented in texts.

Writers will compose an informative text using linking words and phrases and specific vocabulary.

EXPLORE CONTENT Learners will understand various social movements and how they have affected large groups of people.

GOALS



superheros

ridicule

welfare

entitled

inherited

tenants

mistreated

cruelty

missionary

poverty

destitute

affected

tragedy

destitute

affected

tragedy

foster

charity

diplomat

persecution

deported

authorities

convince

campaign

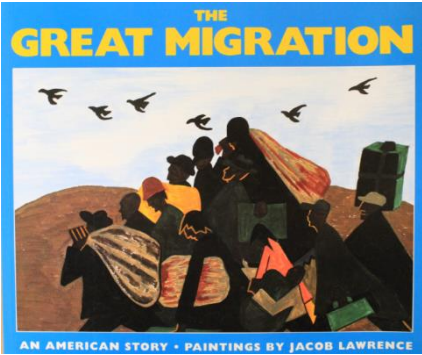
sacrifice

segregated

discrimination

privacy

protest



exodus

momentous

adversity

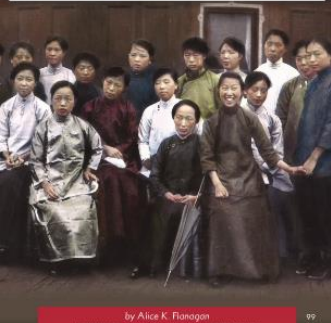
ravaged

barren

agents

confined

Angel Island



guardian

discrimination

quotas

persecution

authorities

ensure

accompanied

withheld

sacrifices

Fifth Grade Word Analysis Skills:

- Greek and Latin Roots
- Suffixes *-tion*, *-ion*
- Suffix *-ous*
- Compound Words
- Prefixes *pre-*, *re-*

PBA Description

Write about Courage

Informative/Explanatory Task:

Students will write a brief essay to explain the courage exhibited by one of the people in *Real-Life Superheroes*. (DOK L4)

Students will:

- introduce and describe the person they have chosen to write about.
- use facts, definitions, details, and quotations to explain how this person showed courage.
- use transitions, such as *however*, *although*, *nevertheless*, *similarly*, *moreover*, and *in addition*.
- provide a conclusion.
- include graphics or visuals to enhance comprehension.

UNDERSTANDING THE UNIVERSE

GOALS

Enduring Understandings

- **Readers** understand that a series of chapters and sections fit together to provide the basic structure of a text.
- **Writers** understand that narratives should be clearly developed and organized to fit the task, purpose, and audience.
- **Learners** understand that the universe is a complex place.

“Knows” ESSENTIAL QUESTIONS

How do **readers** use chapters and sections to understand the structure of a text?

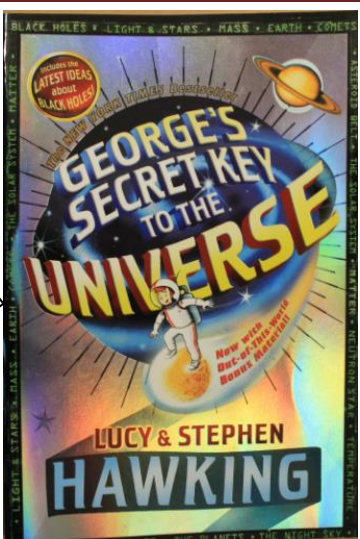
How do **writers** create a developed and focused narrative?

“Dos” MODULE GOALS

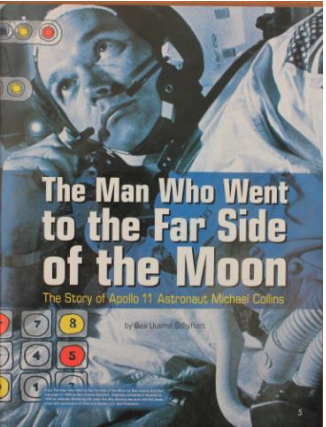
Readers will use a text's chapters and sections to explain its structure.

Writers will create a narrative that is clearly developed and focused on the task, purpose, and audience.

EXPLORE CONTENT **Learners** will use literary and informational texts to understand various complexities about the universe.



illusion	inspiration	massive	emits	distorted	exploiting
destructive	accelerate	divert	intrigued	erratically	agitated
persisted	menacing	summon	emerged	engulf	vigorous
indignant	ambling	device	advocate	ultimate	commotion
offended	defiantly	uninhabitable	alter	galaxy	
enlightenment	improvised	havoc	fundamental	remnants	
inquiry	spiraled	ominously	vital	perplexed	
fusion	instinctively	deliberately	objected	accessing	



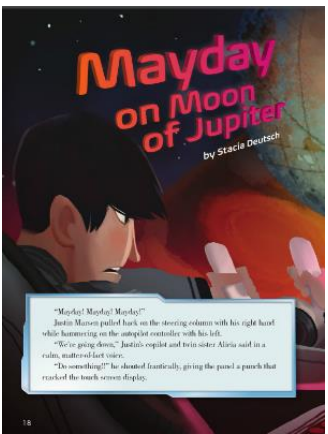
lunar quarantine

horizon facility

vessel

atmosphere

potentially



mayday

manual

radiation

Fifth Grade Word Analysis Skills:

- Endings *-ed, -ing, -s*
- Suffixes *-ly, -ion*
- Suffix *-ize*
- Prefixes *com-, spi-, pro-*
- Idioms

PBA Description **Write a Science Fiction Story**

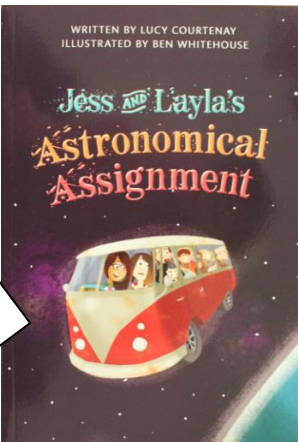
Narrative Task:

Using *George's Secret Key to the Universe* and "*Mayday on Moon of Jupiter*" as models, ***Students will*** write a science fiction story. **(DOK L4)**

- Students will:***
- establish a situation and introduce a narrator and/or characters.
 - use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - use narrative techniques, such as dialogue, description, and pacing, to develop the story.
 - use concrete words and phrases and sensory details to convey experiences and events.
 - provide a conclusion.

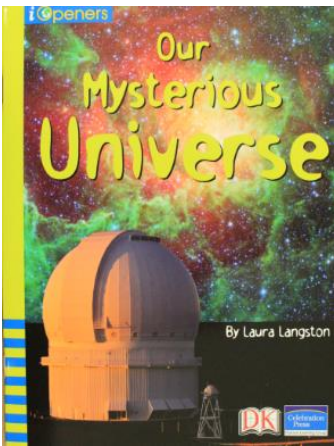
UNDERSTANDING THE UNIVERSE

GOALS

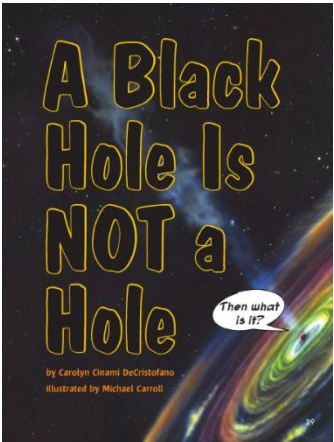


allergic
embarrassing
cultures
stern

interactive	shrieked	detour	sculptures
obvious	hazily	hurtled	
theories	astonishment	unison	
inspiration	portrait	glittering	
disbelief	admirer	investigated	
skidded	pompously	souvenir	
hesitated	sarcastic	gazed	
fizzing	bickering	muttering	
afterthought	distraught	filed	



unpredictable
accumulated
hypothesis
theory
revolutionary
churning
recognized
expanding
interacted



inescapable boundary
intense colossal
frenzy probe
imploded symmetric
relatively
intermediate

Fifth Grade Word Analysis Skills:

- Synonyms
- Prefix *im-*
- Acronyms
- Greek and Latin Roots

PBA Description Write a Science Journal Article
Informative/Explanatory Task:

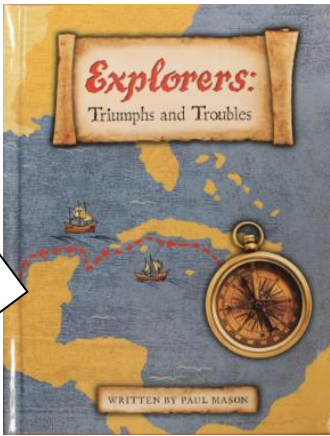
Students will conduct short research projects using various sources to create a science journal article about something in the universe that interests them. (DOK L4)

Students will:

- clearly introduce their topics.
- group related information in a logical fashion.
- develop the topic with facts, definitions, details, & quotations.
- link ideas using transitions, such as however, although, etc...
- use domain-specific vocabulary to explain the topic.
- include formatting and illustrations to aid comprehension
- provide a conclusion.

EXPLORING NEW WORLDS

GOALS



route

legendary

trade

secretive

territory

banned

scorched

campaign

temples

fortune

technically

rival

ruthless

tactic

limitless

fierce

mythical

brilliant

catastrophe

heroic

Aboriginal

indigenous

venomous

exhausted

ambition

contempt

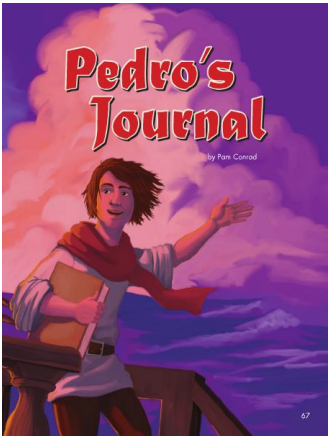
decimated

traditional

property

occupied

bold



dedicate

capable

sullenly

betrayal

assent

dispersed

maneuvering

solemn

docile

interpreter

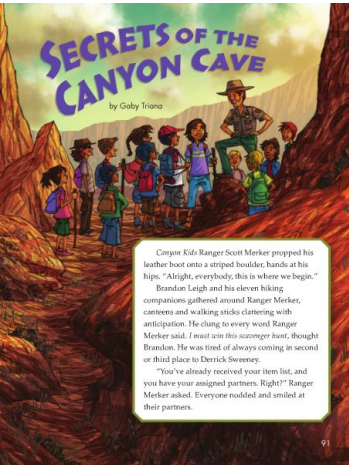
meager

pompous

distract

enchanted

striving



advantage

immensity

solitude

unison

unfurled

detected

interconnected

ingenious

Fifth Grade Word Analysis Skills:

- Complex Spelling Patterns
- Morphemes
- Prefixes *over-*, *in-*
- Compound Words
- Words from Russian

PBA Description

Opinion Task:

Students will write an opinion essay stating whether the positive or negative aspects of exploration had a great effect on societies. (DOK L4)

Students will

- introduce the topic and state an opinion.
- create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- provide logically ordered reasons with facts and details.
- link their opinions with reasons using words, phrases, & clauses.
- provide a conclusion.
- provide a list of sources.

Write About Exploration

EXPLORING NEW WORLDS

Enduring Understandings

- **Readers** understand that texts can have multiple themes and main ideas.
- **Writers** understand that a conclusion summarizes the opinion presented.
- **Learners** understand that exploration and settlement altered people's views and understandings of the world.

"Knows"

ESSENTIAL QUESTIONS

How do **readers** determine multiple themes and main ideas in texts?

How do **writers** develop a strong conclusion when writing an opinion?

"Dos"

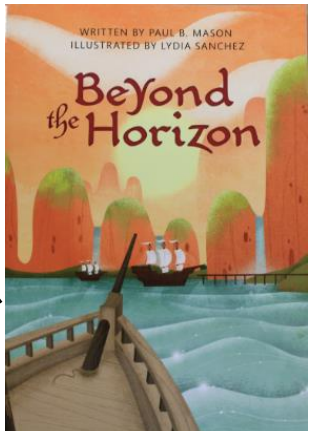
MODULE GOALS

Readers will identify multiple themes and ideas in various texts.

Writers will state and support an opinion and include a strong conclusion.

EXPLORE CONTENT Learners will explain how exploration and settlement changed people's views about the world.

GOALS



wager

wondrous

barbarous

pondered

verdict

mate

sustenance

treaty

berth (v.)

barrows

pungent

bullock

tidings

anguish

channel

silhouette

tethered

lilting

anchorage

tarry

imploing

precaution

regardless

fate

revelation

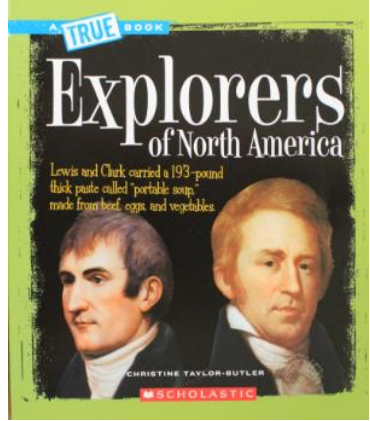
provisions

peasants

wielding

sustenance

grudgingly



Voyage

Expensive

Capital

victory

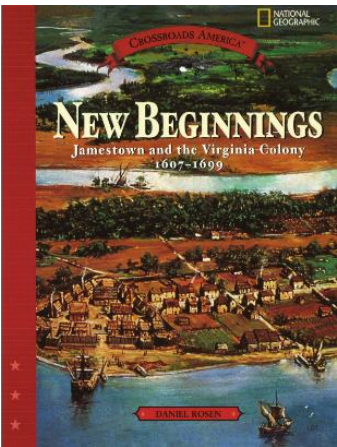
rebelled

intentions

personal

historic

inspire



benefit

civilization

indentured

profitable

attract

Fifth Grade Word Analysis Skills:

- Complex Spelling Patterns
- Word Families
- Compound Words
- Homographs

PBA Description

Write an Opinion Essay

Opinion Task:

Students will: Refer to pp. 30-31 of Explorers of North America and use what they have learned about explorations in history. They will name five items they think would be the most important to bring on an exploration. (DOK L4)

Students will:

- introduce the topic and state their opinions.
- use an organizational structure in which ideas are logically grouped to support why these items would be the most important.
- provide logically ordered reasons with facts and details to support their opinion.
- link their opinions with reasons using words, phrases, & clauses.
- provide a conclusion.