



Grade 5 Focus Wall

Module 1:

Inventors at Work

Made for you by:

Teresa Ranieri Instructional Coach, NYC

Instructional Focus Areas:

- Planning & Pacing
- Use of Data
- Foundational Skills
- Fluency Instruction
- Vocabulary
- Instructional Routines





**Essential
Question**



Reading



**Small Group
Instruction**



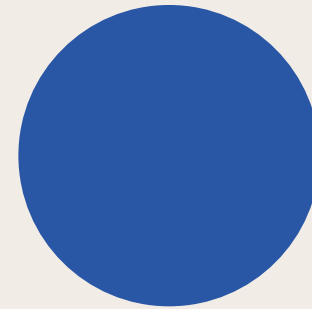
Vocabulary



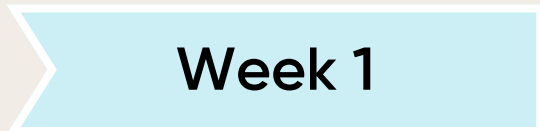
**Foundational
Skills**



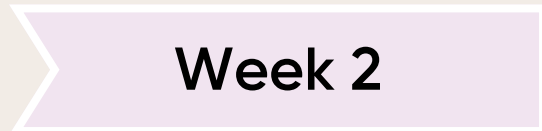
Writing



Communication



Week 1



Week 2



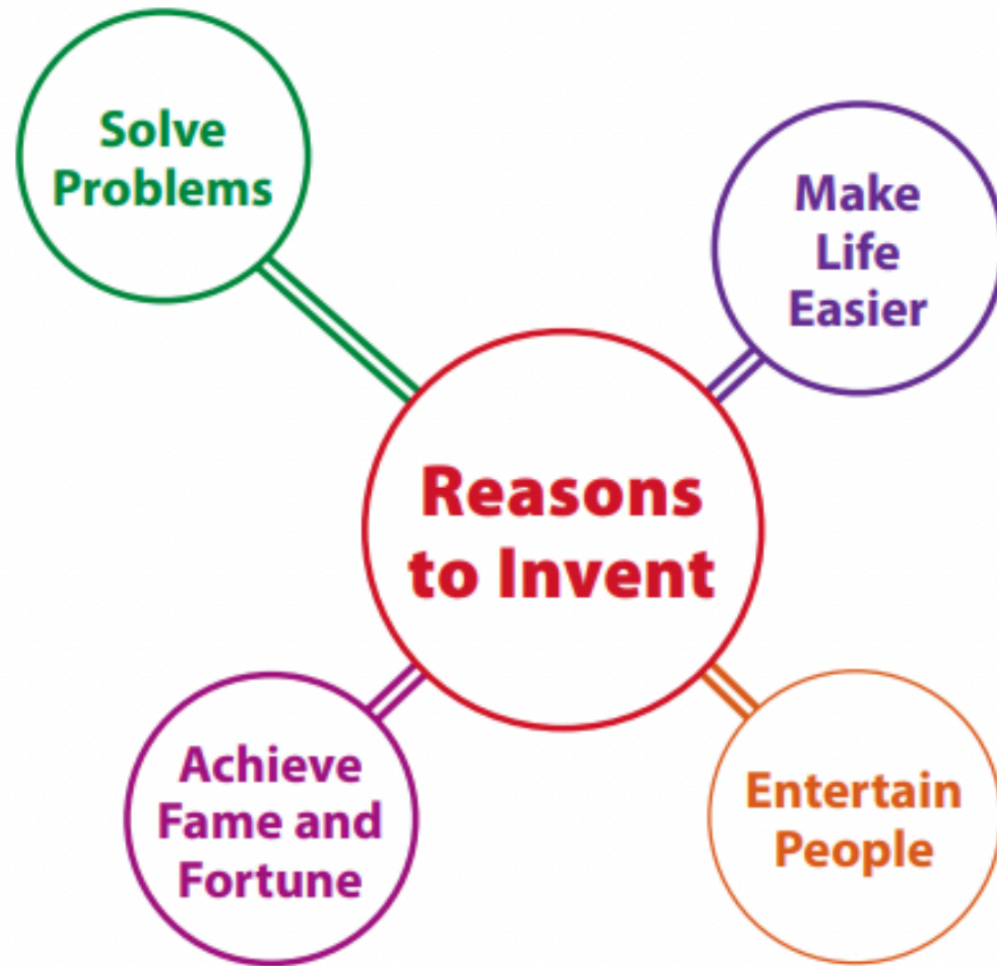
Week 3

Essential Question

What kinds of circumstances push people to create new inventions?



Knowledge Map



Big Idea Words

Week 1

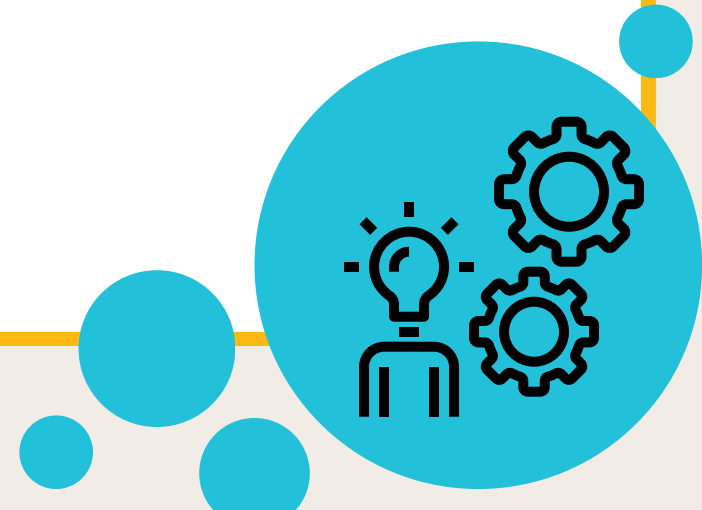
- excel
- illustrious
- revere
- transcend



Critical Vocabulary

Week 1

- locomotives
- chugged
- gadgets
- phonograph
- sputtered
- flop
- incandescent
- cylinder
- patents



Vocabulary

Week 1

Vocabulary Strategy

- Context clues

Generative Vocabulary

- Prefixes ex-/e-
- Greek Root: phon



Texts of the Week

Week 1



A High Quality Inventor

Genre: Informational Text
Type: Read Aloud



Government Must Fund Inventors

Genre: Persuasive Essay
Type: myBook



The Inventor's Secret

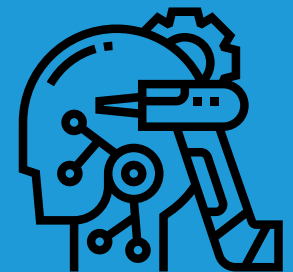
Genre: Narrative Nonfiction
Type: myBook



Reading Skills & Strategies

Week 1

- Central Idea
- Summarize
- Author's Purpose
- Point of View



Reading Anchor Charts

Week 1

CENTRAL IDEA

WHAT THE TEXT IS MOSTLY ABOUT

LOOK FOR TEXT CLUES

EVALUATE DETAILS

CENTRAL IDEA

LOOK FOR TEXT CLUES

- Headings
- Visuals
- First or last sentence
- Repeated words

EVALUATE DETAILS

- Examples
- Facts
- Evidence
- Description

► Use the keys to open the door! ◀

Identify
the **central** idea using text clues.

Evaluate
details to determine the key ideas that support the **central** idea.

Point of View

Who is telling the story?

1st Person
I, me, we, us

3rd Person
he, she, they

Find the Narrator

Find the Point of View

Limited

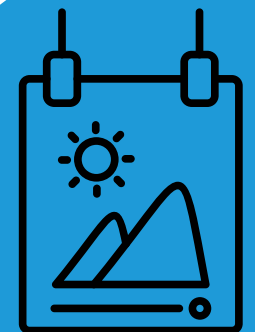
The narrator knows and shares the thoughts of one character—often the main character in the story.

Omniscient

The narrator knows everything and shares the thoughts of all characters, as well as things the characters might not know.

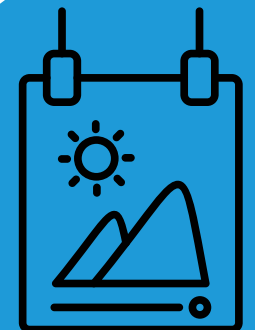
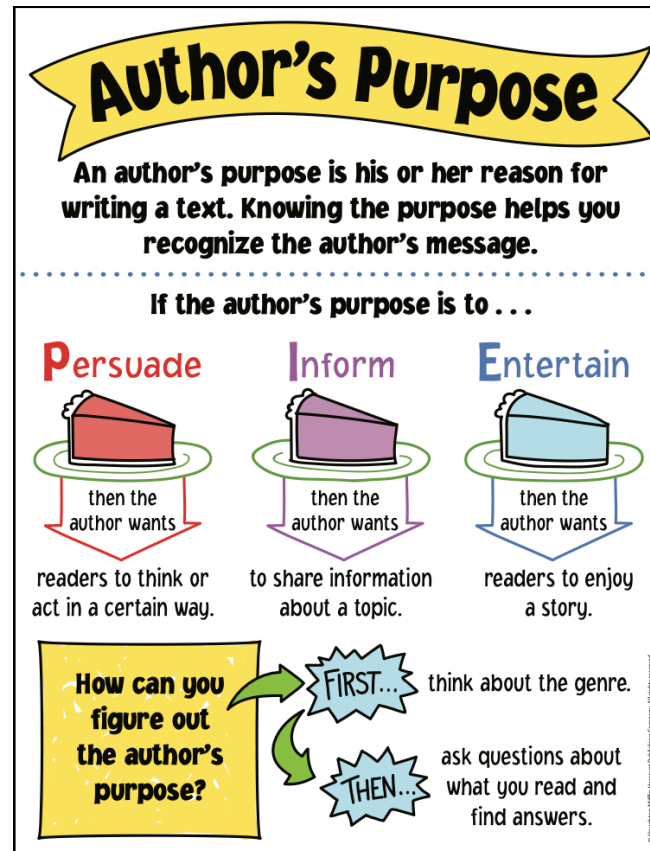
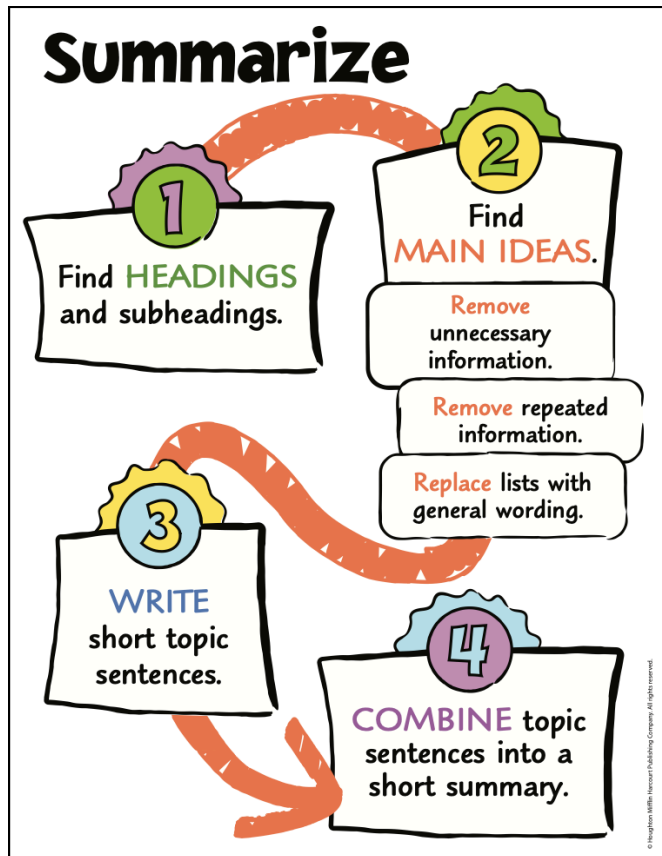
Find Text Evidence

When does the author first introduce the narrator?
How does the author show the point of view?
How does the narrator's point of view shape the story?



Reading Anchor Charts

Week 1



Foundational Skills

Week 1

Decoding

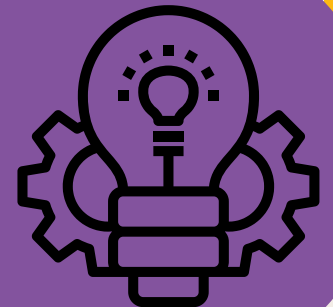
- Short Vowels

Spelling:

- Words with Short Vowels

Fluency:

- Reading Rate



Spelling Pattern Words

Week 1

1. breath

2. wobble

3. blister

4. crush

5. direct

6. promise

7. grasp

8. numb

9. hymn

10. shovel

11. gravity

12. frantic

13. swift

14. feather

15. comic

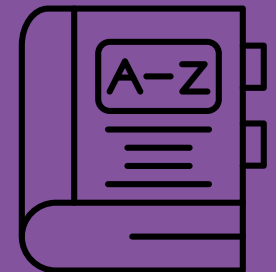
16. bundle

17. solid

18. weather

19. energy

20. stingy



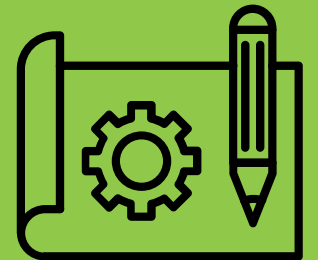
Writing Process

Week 1

Genre: Informational Text, Expository Essay

Prompt: Write an expository essay about how the inventor had to work hard to make the idea for an invention a reality.

- Introduce the Focal Text
- Complete the Reading
- Review Vocabulary
- The Writing Process
- Prewriting I: Prepare to Write



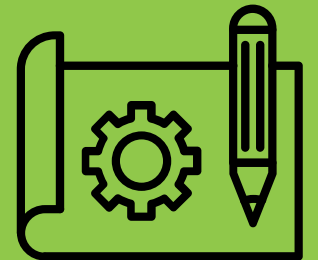
Writing Prompt

Week 1

Genre: Informational Text, Expository Essay

Focus Statement: Even great ideas for inventions require a lot of hard work.


- **READ** this sentence: Today, in living rooms and labs, people are inventing.
- **THINK** about an inventor you have learned about.
- **WRITE** an expository essay about how the inventor had to work hard to make the idea for an invention a reality.





Writing Anchor Chart

Week 1

Informational Text



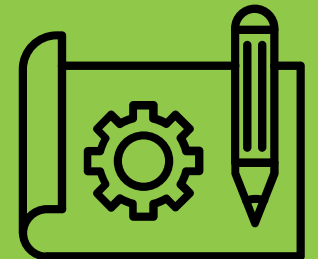
Introduction	Body	Conclusion
<ul style="list-style-type: none">• hooks the readers• includes the central idea 	<ul style="list-style-type: none">• supports the central idea with facts and details• gives reasons and examples• uses an organizational strategy	<ul style="list-style-type: none">• restates the central idea• leaves readers with a thought 

Purpose

Informational texts often

- ✦ describe things, people, or events
- ✦ show sequence
- ✦ compare things
- ✦ show cause and effect
- ✦ show a problem and its solution

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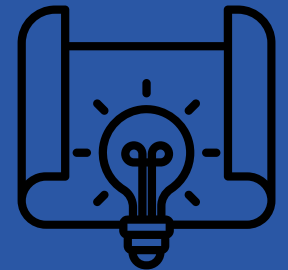
Inquiry and Research

Create Your Own Invention

Week 1

Students will work in groups to think of an invention and outline a business plan to promote it. Then they will present their invention and business plan to an audience.

- Participate in shared research projects.
- Answer a research question.
- Gather information and evidence from sources.
- Work collaboratively to develop a plan of shared responsibilities.



Critical Vocabulary

Week 2

- irrigate
- inspector
- photographed
- prestigious
- auditorium
- impoverished
- maneuver
- specialized
- elite
- objective
- traditional



Vocabulary

Week 2

Vocabulary Strategy:

- Context clues

Generative Vocabulary:

- Greek Root photo
- Latin Roots aud, vis



Text of the Week

Week 2



Winds of Hope

Genre: Narrative Nonfiction/
Magazine Article
Type: myBook



Wheelchair Sports: Hang Glider to Wheeler- Dealer

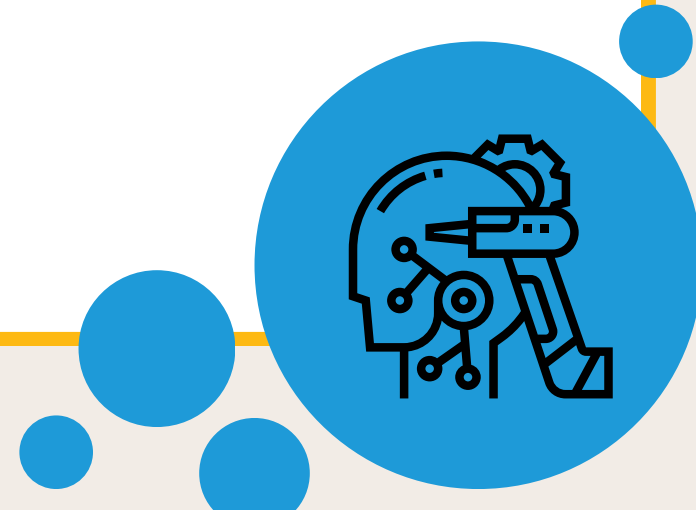
Genre: Informational Text
Type: myBook



Reading Skills & Strategies

Week 2

- Monitor and Clarify
- Text Structure
- Central Idea



Reading Anchor Charts

Week 2

Monitor and Clarify



ASK: Do I understand what I just read?



When you don't understand a word ...

- Decode it again.
- Look for context clues.
- Replace it with another word.
- Look it up in a dictionary or glossary.



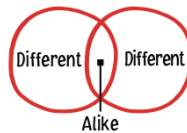
When a section of text is confusing ...

- Make notes about what confuses you.
- Think about what you know.
- Reread and look for details you might have missed.
- Look at images and text features.



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Comparison/Contrast



Purpose: to describe how things are alike and different

Transition Words: *but, both, however, and*

Cause/Effect

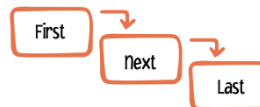


Purpose: to explain what happened and why it happened

Transition Words: *because, so, in order to, as a result*

TEXT STRUCTURE

Sequential/Logical Order



Purpose: to explain events in time order or order of importance

Transition Words: *before, first, next, then, last, after, finally, most importantly*

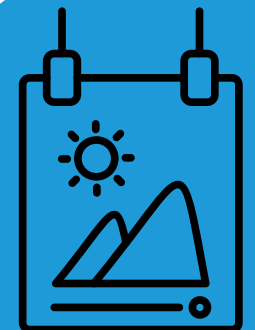
Problem/Solution



Purpose: to show a problem and how it is solved

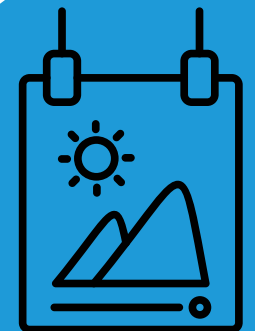
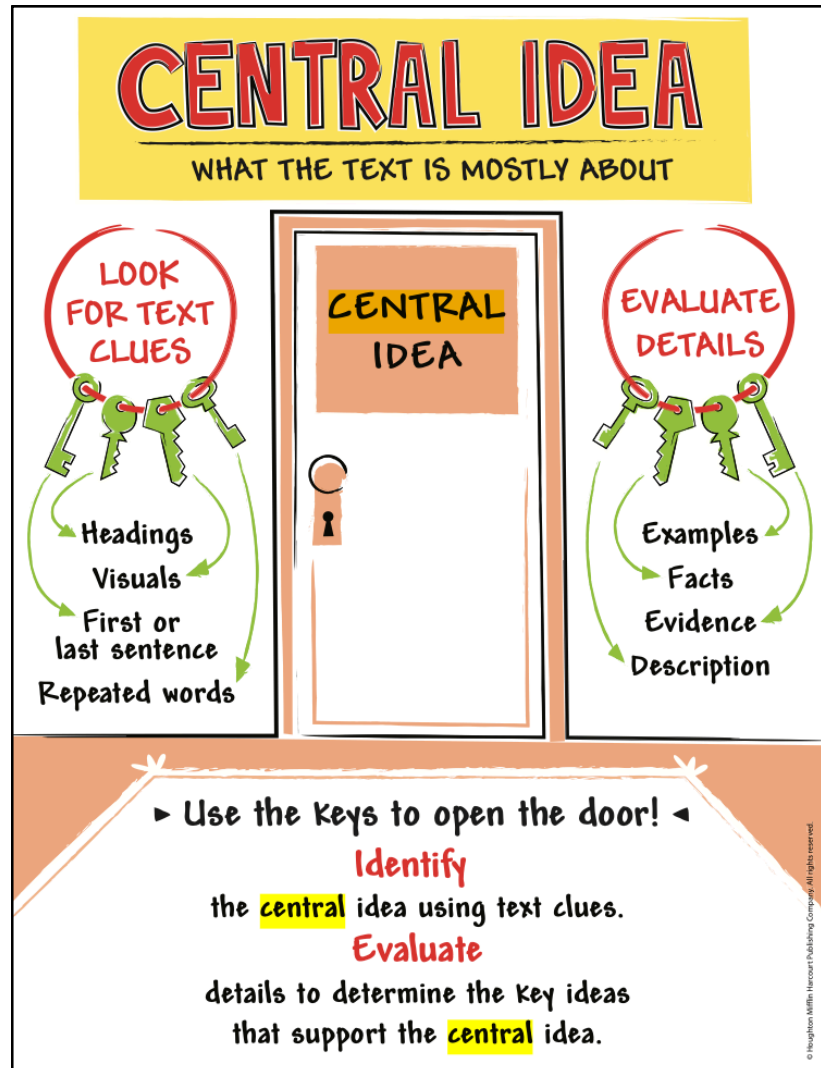
Transition Words: *problem, solution, in light of, propose, suggest*

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Reading Anchor Charts

Week 2



Foundational Skills

Week 2

Decoding:

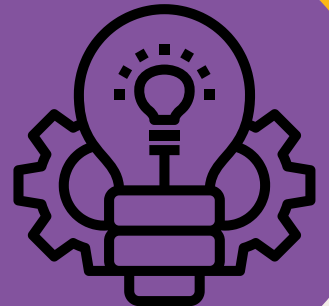
- Long a and e

Spelling:

- Words with Long a and e

Fluency:

- Accuracy and Self-Correction



Spelling Pattern Words

Week 2

- | | | |
|------------|-------------|--------------|
| 1. awake | 8. display | 15. sheepish |
| 2. feast | 9. braces | 16. release |
| 3. stray | 10. thief | 17. remain |
| 4. greet | 11. ashamed | 18. sway |
| 5. praise | 12. sleeve | 19. training |
| 6. disease | 13. brain | 20. niece |
| 7. repeat | 14. beneath | |



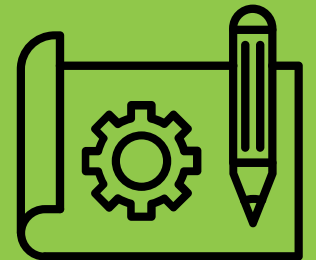
Writing Process

Week 2

Genre: Informational Text, Expository Essay

Prompt: Write an expository essay about how the inventor had to work hard to make the idea for an invention a reality.


- Drafting I: Begin the Draft
- Drafting II: Use Organization Strategies
- Drafting III: Complete the Draft
- Revising I: Group Conferences
- Revising II: Vary Sentence Types





Writing Anchor Chart

Week 2

Informational Text



Introduction	Body	Conclusion
<ul style="list-style-type: none">• hooks the readers• includes the central idea	<ul style="list-style-type: none">• supports the central idea with facts and details• gives reasons and examples• uses an organizational strategy	<ul style="list-style-type: none">• restates the central idea• leaves readers with a thought

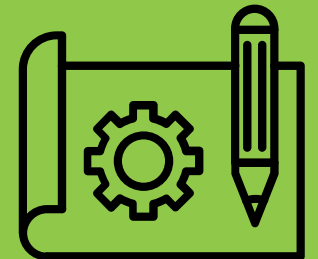


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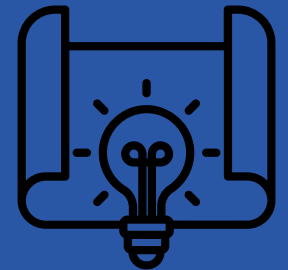
Inquiry and Research

Week 2

Continue to Create Your Own Invention

Students will work in groups to think of an invention and outline a business plan to promote it. Then they will present their invention and business plan to an audience.

- Record notes and use them to develop a business plan for the invention and a prototype drawing.



Critical Vocabulary

Week 3

- passionate
- impulse
- contribution
- distinguished
- eccentric
- circumstances
- evidently
- acceleration
- prototype
- conceived



Vocabulary

Week 3

Vocabulary Strategy:

- Reference Materials

Generative Vocabulary:

- Greek Roots auto, bio
- Prefixes ir-, il-



Text of the Week

Week 3



Captain Arsenio

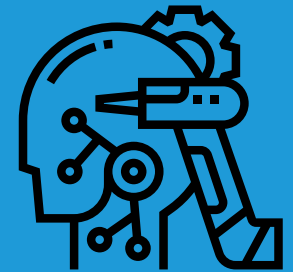
Genre: Science Fiction/Fantasy
Type: myBook



Reading Skills & Strategies

Week 3

- Make Inferences
- Literary Elements
- Author's Craft
- Author's Purpose



Reading Anchor Charts

Week 3

Make Inferences

Authors may not tell everything in a text. Sometimes you have to make inferences to fill in the holes.

Use clues from the text plus what you know to make inferences.



Text Evidence



Background Knowledge

understanding

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Literary Elements

Literary elements are the pieces that make up a story.

Characters:

the people and animals in a story



- What do they say and think?
- What do they do?
- What do other characters say and think about them?

Setting:

where and when the story takes place



Plot:



the main problem that the characters face



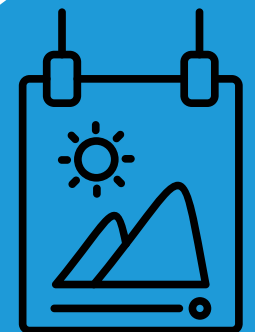
how the conflict or problem is solved

Events:

things that happen in a story

- to **change** a character
- to **affect** the mood
- to **build** the plot

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Reading Anchor Charts

Week 3

AUTHOR'S CRAFT

Author's Craft is the language and techniques a writer uses to

- make his or her writing interesting.
- communicate ideas to the reader.

Technique	What is it?	Example
Voice	the author's writing style that makes his or her writing unique	An author's voice may change depending on the genre of the text.
Mood	the emotions and feelings of the reader while reading a text	mystery = suspense or surprise fantasy = wonder or excitement article = serious or thoughtful
Anecdote	a short, funny, or interesting story related to a character or events	While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.
Language	vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting	Each kernel of the buttery popcorn crunched loudly in Selma's mouth. 
Hyperbole	exaggerations that make things sound bigger, better, or more than what they truly are	That's the best idea I have ever heard in my life! 

Author's Purpose

An author's purpose is his or her reason for writing a text. Knowing the purpose helps you recognize the author's message.

If the author's purpose is to ...

Persuade



readers to think or act in a certain way.

Inform



to share information about a topic.

Entertain



readers to enjoy a story.

How can you figure out the author's purpose?

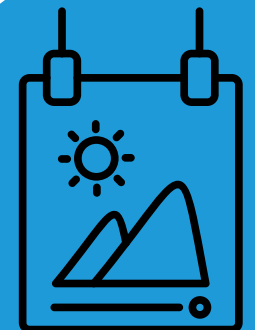
FIRST...

think about the genre.

THEN...

ask questions about what you read and find answers.

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Foundational Skills

Week 3

Decoding:

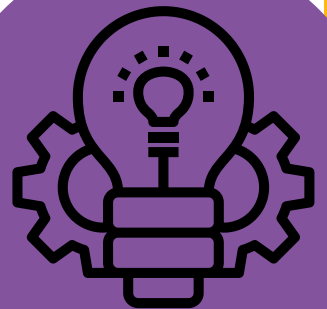
- Long i and o

Spelling:

- Words with Long i and o

Fluency:

- Phrasing



Spelling Pattern Words

Week 3

1. sign

2. groan

3. reply

4. thrown

5. strike

6. mighty

7. stroll

8. compose

9. dough

10. height

11. excite

12. apply

13. slight

14. define

15. odor

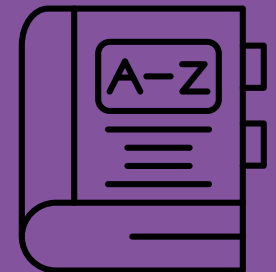
16. spider

17. control

18. silent

19. brighten

20. approached



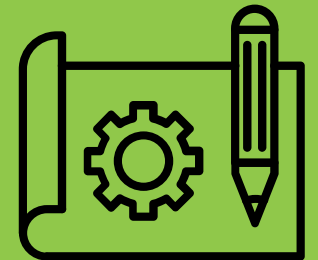
Writing Process

Week 3

Genre: Informational Text, Expository Essay

Prompt: Write an expository essay about how the inventor had to work hard to make the idea for an invention a reality.

- Revising III: Organize
- Editing I: Grammar, Usage, and Punctuation
- Editing II: Peer Edit
- Publish
- Share



Inquiry and Research

Week 3

Complete Create Your Own Invention

Students will work in groups to think of an invention and outline a business plan to promote it. Then they will present their invention and business plan to an audience.

- Participate in the presentation of a business plan to show and explain an invention.

