**5th Grade**

FOURTH QUARTER LEARNING PRIORITIES

**This quarter asks students to apply their complete “repertoire” of reading strategies.**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. **Determine** a **theme** of a story, drama, or poem from details in the text, including how **characters** in a story or drama respond to challenges or how the speaker in a poem reflects upon a **topic**; **summarize** the text. | 2. **Determine** two or more **main ideas** of a text and **explain** how they are **supported** by **key details**; **summarize** the text. |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** **language** such as metaphors and similes. | 4. **Determine** the **meaning** of general academic and **domain-specific and phrases** in a text relevant to a grade 5 **topic** or subject area. |
| 5. **Explain** how a series of chapters, scenes, or stanzas fits together to provide the overall **structure** of a particular story, drama, or poem. | 5. **Compare** and **contrast** the overall **structure** (e.g., chronology, comparison, cause/effect, problem/solution) of **events**, **ideas**, **concepts**, or information in two or more texts. |
| 6. **Describe** how a **narrator’s** or speaker’s **point of view** influences how **events** are **described**. | 6. **Analyze** multiple accounts of the same **event** or **topic**, noting important **similarities and differences** in the **point of view** they represent. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. **Analyze** how **visual** and multimedia elements contribute to the meaning, **tone**, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | 7. Draw on information from multiple print or digital sources, demonstrating the ability to **locate** an answer to a question quickly or to solve a problem efficiently. |
| 8. (Not applicable to literature) | 8. **Explain** how an **author** uses **reasons** and **evidence** to **support** particular points in a text, identifying which **reasons** and **evidence** **support** which point(s). |
| 9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | 9. **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. |

**Integrated Standards: Standard 1-- Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text—is applied in responding to questions and tasks based on all other reading standards. All reading competence development supports progress to standard 10--

*All the reading competence development is designed to reach standard 10:* By the end of the year, **read and comprehend** literature and informational text in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

**Writing:**

**Writing based on reading is emphasized in science and social science as well as in literature.**

|  |
| --- |
| ***RESEARCH TO BUILD KNOWLEDGE*** |
| * 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources. |
| * 8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information. |
| * 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:   \_\_a. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).  \_\_b. Apply *grade 5 reading standards* to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”). |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

[\_\_SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[\_\_SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

* [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

* [SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
* [SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) Adapt speech to a variety of contexts and tasks, using formal when appropriate to task and situation.

**NWEA Resources**

**MATH** [**NWEA MATH GUIDE 2017**](http://teacher.depaul.edu/Documents/NWEAMATHGUIDE2017.pdf)

Sample Test Items from NWEA <http://warmup.nwea.org/warmup_start_educators_map.html>

Study Recommendations from Khan Academy <https://www.khanacademy.org/mappers?gclid=CNvDsdL249ICFdi6wAodY2IBrw>

Rochester School District Links to Khan Academy

<http://www.rochester.k12.mn.us/common/pages/DisplayFile.aspx?itemId=5588106>

Link to a School District posted on a CPS School website

<http://www.sowashco.org/ro/pages/studentlinks/map/>

Sample Questions from an Online Source for Math and Reading all Grades <http://www.prepdog.org/>

Minnesota School District Resource for grades 3-5 <http://www.ahschools.us/Page/17389>

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.pdf)

Sample Questions from NWEA

<http://warmup.nwea.org/warmup_start_educators_map.html>

Minnesota School District Resource for grades 3-5 <http://www.ahschools.us/Page/17389>

Practice Tests from an Online Source for Math and Reading Including all Grades <http://www.prepdog.org/>

Link to a School District posted on a CPS School website

<http://www.sowashco.org/ro/pages/studentlinks/map/reading.htm>

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be emphasized—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

|  |  |  |
| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—What to Revisit** |
| 17 April |  |  |
| 24 April |  |  |
| 1 May |  |  |
| 8 May |  |  |
| 15 May |  |  |
| 22 May |  |  |
| 29 May |  |  |
| 5 June |  |  |

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NWEA INFORMATIONAL TEXT GENRES** |  | **NWEA LITERATURE GENRES** |
|  | reference material 221-230 |  | narrative 221-230 |
|  | persuasive 211-220 |  | autobiography 211-220 |
|  | true story 211-220 |  | *biography 211-220\** |
|  | book review 211-220 |  | folk tale 211-220 |
|  | journals and specialized periodicals 211-220 |  | poems 201-210 |
|  | persuasive 211-220 |  | folk tale 201-210 |
|  | personal writing 211-220 |  | fables 201-210 |
|  | advertisements 211-220 |  | myths 201-210 |
|  | textbook 211-220 |  | tall tale 201-210 |
|  | encyclopedia 201-210 |  | historical fiction 201-210 |
|  | thesaurus 201-210 |  | fantasy 191-200 |
|  | informational magazines 191-200 |  | story 191-200 |
|  | atlas 191-200 |  | poems 191-200 |
|  | encyclopedia 191-200 |  | fable 191-200 |
|  | weather reports 191-200 |  | memoir 191-200 |
|  | advertisements 191-200 |  | play 191-200 |
|  | informational magazines 181-190 |  | play 191-200 |
|  | dictionaries 181-190 |  | stories as "make-believe" 181-190 |
|  | informal notes 181-190 |  | story 181-190 |
|  | letters 181-190 |  | poems 181-190 |
|  | journal entry 181-190 |  | fairy tale 181-190 |
|  | lists 181-190 |  | fairy tale 171-180 |
|  | newspaper 171-180 |  | stories as "make-believe" 171-180 |
|  | dictionary 171-180 |  | stories that could happen 171-180 |
|  | lists 171-180 |  |  |
|  | thank you notes 161-170 and 171-180 |  |  |
|  | dictionary 161-170 |  |  |
|  | short informational passage describing events 161-170 |  |  |

Genre is only one part of text complexity.

As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.

**Author’s Craft and Structure**

Ask students to identify/give examples of each of these author’s “tools” and explain how they help readers comprehend texts.

CCSSR5 (writer’s choices) and CCSSR6 (purpose)

Students should be able to interpret the writer’s use of these techniques to communicate the theme of a story or central idea of nonfiction.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  hyperbole  idiom  imagery  irony  metaphor  mood  narrator  onomatopoeia  point of view  sensory detail  simile  suspense symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  point of view  repetition  rhyme  rhythm  satire  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  graph  headings  humor  illustrations  narrative  point of view  quotations  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**Literary Terms and Techniques Used to Analyze Poems and Fiction**

|  |  |  |
| --- | --- | --- |
| alliteration | analogy | anecdote |
| anthology | antithesis | aphorism |
| archetype | assonance | author’s purpose |
| characteristics | characterization | cliché |
| climax | colloquialism | conclusion |
| conflict | connotation | consonance |
| context | detail | dialogue |
| diary | drama | emotion |
| entertain | evaluate | event |
| evidence | exaggeration | example |
| excerpt | exposition (fiction) | fable |
| falling action | fantasy | feeling |
| fiction | fictional | figurative language |
| figure of speech | first person | flashback |
| folk tale | foreshadowing | genre |
| historical fiction | humor | hyperbole |
| iambic pentameter | idiom | illustration |
| image | imagery | irony |
| legend | literary device | literary element |
| literature | main character | metaphor |
| meter | minor detail | mood |
| moral | myth | narrate |
| narrative | narrator | novel |
| omniscient | onomatopoeia | order of events |
| paragraph | parallel | passage |
| Phrase | Play | plot |
| plot twist | poem | poet |
| poetry | point of view | predict |
| problem and solution | pun | qualities |
| repetition | resolution | resolve |
| rhyme | rhythm | riddle |
| rising action | satire | scansion |
| scene | second person | selection |
| sensory detail | sequence | setting |
| short story | simile | sonnet |
| stanza | structure | summarize |
| summary | support | suspense |
| symbol | symbolism | symbolize |
| tale | tall tale | theme |
| third person | third person objective | title |
| tone | trait | viewpoint |
| voice | word play |  |

**NWEA Grammar, Syntax, Punctuation Requirements**

|  |  |
| --- | --- |
| 161-170  capital letter  comma  contraction  exclamation mark  period  question mark  sentence fragment  171-180  apostrophe  past tense  possessive  Chooses the correct prefix (re-)  Chooses the correct prefix (un-)  Chooses the correct suffix based on context (-er)  Chooses the correct suffix based on context (-ful)  Chooses the correct suffix based on context (-less)  Chooses the correct suffix based on context (-y)  181-190  adverb  colon  compound sentence  heading  hyphen  plural  proper noun  punctuate  quotation  quotation mark  run-on sentence  semicolon  singular  subject verb agreement  tense  verb phrase | 181-190  Recognizes multiple meanings of homographs  Selects the correct definition of a suffix (-phobia)  Selects the correct meaning of a prefix and root word; Selects the correct meaning of a word based on its prefix  Selects the correct word when given the definition of the suffix  Selects the correct word when given the definition of the suffix and root word  Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning  191-200  abbreviation  clause  formal language  future tense  imperative sentence  interjection  main clause  main heading  part of speech  predicate  proofread  simple sentence  Chooses the correct word based on context and knowledge of a suffix (-ist)  Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-, il-) |

**NWEA Grammar, Syntax, Punctuation Requirements**

|  |  |
| --- | --- |
| 201-210  active voice  adjective clause  adjective phrase  adverb clause  antecedent  capitalization  common noun  complex sentence  compound-complex sentence  conjunction  declarative sentence  dependent clause  direct object  direct quotation  gerund  independent clause  introductory sentence  irregular verb  linking verb  modifier  multiple meaning word  noun clause  noun phrase  parentheses  participial phrase  preposition  present tense  singular noun  subordinate clause  prefixes and suffixes  Analyzes similar words to determine the meaning of a prefix  Determines the meaning of a word when a prefix of given meaning is attached to that word  Determines the meaning of an adjective from  Gives the meaning of the prefix un-  Gives the meaning of words (meaning of root given) that contain the prefix pre-  Identifies words (containing prefixes and/or suffixes) that come from the same root or base word | Selects the correct definition of a suffix (-phobia)  Selects the correct meaning of a prefix and root word  Selects the correct meaning of a word based on its prefix  Selects the correct word based on the suffix and definition  Selects the correct word when given the definition of the suffix  Selects the correct word when given the definition of the suffix and root word  Uses prefixes, suffixes, and root words to construct a word with a given meaning  **211-220**  Comma Splice  Fragment  Participial  **221-230**  dash  ellipsis  infinitive  italics  predicate noun  reflective pronoun  **231-240**  appositive  objective pronoun |

**STRENGTHEN NONFICTION READING STRATEGIES**

Numbers in parentheses indicate applied Common Core reading standards.

Once emphasized, the strategy continues in active use.

Check the strategies you will emphasize as students prepare for NWEA.

|  |  |
| --- | --- |
| **Strategy** | **PRIORITY** |
| Preview a passage. (R1 and R5) |  |
| Establish a purpose for reading. (RF4) |  |
| Skim a text to detect major visual patterns—see how the pages are organized. (R5) |  |
| Identify structure of text—use paragraphs, headings to see the structure. (R2 and R5) |  |
| Use index, glossary, table of contents. (R1 and W7) |  |
| Adjust reading rate to level of text difficulty (R1 and R2) |  |
| Ask questions during reading; annotate text to identify relevant ideas and information as well as questions to consider (R1 and R2) |  |
| Use word structure, context, and (if available) glossary to determine meanings of academic vocabulary. (RF3 and R4) |  |
| Take Notes as you read—stop to list what’s important (R1 and R2) |  |
| Identify important ideas —then revisit the text to find examples that support them. (R2 and R1) |  |
| List information related to a question (R1 and W7) |  |
| Summarize—list, then summarize important ideas and information (R2) |  |
| Infer word meaning with evidence—support your answer with information (1 and 4) |  |
| Look for important ideas—stop after a section and figure out what’s important. (R2) |  |
| Re-read to clarify ideas. (R1 and R2) |  |
| Paraphrase—restate the author’s main points. (2) |  |
| Use graphic organizers—“web”, Venn, cause-effect, other ways to analyze relationships in a text. (R2 and R3) |  |
| Analyze relationship between author’s purpose (R6) and choices of content. (R5) |  |
| Use headings, structure of text to locate information. (R5) |  |
| Combine information and ideas from different texts or other sources. (R7) |  |
| Contrast two different texts on the same topic in terms of purpose and content included to accomplish it. (R6, R9) |  |
| Evaluate the strength of evidence to support a position (R2, R5 and R8) |  |
|  |  |
|  |  |

**REFERENCE SOURCES**

**Students can explain how to use reference sources as they prepare for next grades—and NWEA.**

| **Reference Source or Tool** | **How You Use It** |
| --- | --- |
| almanac |  |
| annotated bibliography |  |
| appendix |  |
| atlas |  |
| author’s biography |  |
| bibliography |  |
| catalog |  |
| definition |  |
| dictionary |  |
| directions |  |
| encyclopedia |  |
| field guide |  |
| glossary |  |
| guide letters |  |
| guide words |  |
| index |  |
| label |  |
| manual |  |
| map |  |
| recipe |  |
| reference |  |
| reference book |  |
| reference material |  |
| resource |  |
| schedule |  |
| table |  |
| table of contents |  |
| thesaurus |  |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | POETRY  [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) resources | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  read closely (1) to figure out how the writer develops a theme (2, 5), including choice of words | **How do you interpret a poem?**   * **Determine** a **theme** of a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) from details in the text, including how the speaker in reflects upon a **topic** | **How does a writer use craft to construct a story?**   * Identify, explain and illustrate the central message of a story. Analyze how the writer develops that theme with plot. Identify choices—including descriptive words—that help readers “see” the story. * How does the identity of the narrator affect the tone of the story? * Use NWEA Fiction terms-to identify techniques a writer uses. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI.5.2  Answer BIG questions to develop BIG ideas.  Use text features and author’s choice of examples to figure out nonfiction (CCSSR5) | *How do you use text features to learn when you read nonfiction?*   * *What strategies do you use to read nonfiction (see list)* * Start text feature glossary | *How do you use text features to learn when you read nonfiction?*  *How do you figure out text structure?*  *What strategies do you use to read nonfiction (see list)*   * Which reference works do you use—and how? * Continue nonfiction feature glossary. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | Organize a root, prefix, suffix guide—start to make your own guide focusing on Latin and Greek roots. | Organize a root, prefix, suffix guide—start to make your own guide focusing on Latin and Greek roots. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. |

**Poem Analyzer *Italicized items are NWEA specifications.***

Read a poem three times.

**First time, enjoy it!**

Note what you like about the poem. Draw a picture that shows what you see when you read it.

**Second Time: Interpret It.**

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*(191) Analyzes poem to determine main idea. (NWEA uses main idea and theme.)*

What is the theme? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is one statement from the poem that best represents that theme or main idea?

*(221) Evaluates statements to choose the one which best represents the main idea of a poem*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

How does the author feel about the topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(191) Infers author’s viewpoint (term not used) in poems.

What does the writer include that tells you that?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Third Time, Analyze how the writer helps you understand the poem.**

CCSSR4. **Interpret words and phrases** as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

What is the mood of the poem?*(181)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List one line that shows that mood. (*181)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Look for examples of these kinds of words and phrases. List one you find (if you find it).

Tell what it means.

|  |  |
| --- | --- |
| simile (181) |  |
| metaphor (201) |  |
| image (201) |  |

**Think More** Explain how the writer helps you understand the poem. (191)

**Do More** Write your own poem about the same theme.

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL5.9. **Compare** and **contrast** stories in the same genre on their approaches to similar **themes** and **topics**. | * **Analyze writer’s techniques** * Compare two stories. Analyze how each writer uses details—character, setting, plot--to communicate. | * **Analyze writer’s techniques** * Compare two stories. Analyze how each writer uses details—character, setting, plot--to communicate. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. | * *Using two texts, What are the important ideas the writer is teaching me—and how does the writer help me learn them?* * *What text structure does the writer use to develop the central idea and supporting ideas?* * *What techniques does the writer use?* | * *Using two texts, What are the important ideas the writer is teaching me—and how does the writer help me learn them?* * *What text structure does the writer use to develop the central idea and supporting ideas?* * *What techniques does the writer use?* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | * Choose priorities from the NWEA vocabulary list – students give and correct examples. | * Choose priorities from the NWEA vocabulary list – students give and correct examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL5.9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | * Analyze a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) or story –explain how the writer communicates a theme. List examples of how the writer supports that theme. Quote from the text to provide examples. Compare to another poem or story. Compare techniques used. | * Compare/contrast stories or histories that communicate the same theme. First, identify the theme, then list what the writer includes to clarify the theme. List techniques the writer uses to communicate effectively.   CCSSRL5.9 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. | Make up and exchange multiple choice questions about nonfiction focusing on central idea, supporting ideas, and other nonfiction elements. | Make up and exchange multiple choice questions about nonfiction focusing on central idea, supporting ideas, and other nonfiction elements. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | * Make a list of Compound words based on words you find in reading and words by categories such as sports. | * Make a synonym-antonym chart—first, list a word, then put a synonym, then an antonym |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | Write your biography—either for this year or else for yourself in the future. |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL5.9. **Compare** and **contrast** stories in the same genre on their approaches to similar **themes** and **topics**. | * Compare and contrast two stories or a story and a poem. Analyze how each writer’s choices and strategies help the reader to figure out the theme. | * Figure out what you think a writer thinks about before writing a story--   Analyze two stories you have already read—what choices did the writers make? |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably.  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | * *Choose a topic and organize a booklet about it for younger grades.* | * *Complete the booklet.* |
| **FLUENCY**  \_\_rate  \_\_comprehension \_\_expression  \_\_diction | This week’s read-aloud: | This week’s read-aloud: |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | Make a guide to figuring out an unfamiliar word—with examples—using context, root words, suffixes, affixes | * Make a grammar guide—include contractions, possessives, other forms of words that are important to comprehension. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | * Write the nonfiction booklet or a poem. | * Improve the booklet or poem—add illustrations, use techniques to make it more expressive. |

**Fifth Grade: FOURTH QUARTER Learning Priorities Week 38**

|  | **Week of June 12** |
| --- | --- |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Synthesis  CCSSRL5.5 and 5.6 | * Reading recommendation—write a synopsis of the book/story/[poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) and tell why you recommend it. Include information about the way the writer communicates ideas, why the topic or theme is relevant. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **Nonfiction Literacy**  **Synthesize**  CCSSRI5.7 | * students write about a career they want to have based on science learning this year. * The future: Students write/draw/diagram/map a kind of progress they want for the United States in the future. * Content Learning Bank: students organize important ideas and information they learned this year, sorted by topic. Can include illustrations. These can be presented to current fourth graders. |
| **FLUENCY**  \_\_rate  \_\_comprehension \_\_expression  \_\_diction | This week’s read-aloud: |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | * Words about change. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *Apply writing skills to communicate ideas.* | * My autobiography—progress I have made this year. |