**5th Grade**

THIRD QUARTER LEARNING PRIORITIES

**SET MATH PROGRESS PRIORITIES**

*List math content to* ***revisit*** *each week based on NWEA and PARCC*

*while you develop new math competencies and students apply the* ***Math Practice Standards****.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit  |
| February 6th |  |  |
| February13th  |  |  |
| February20th |  |  |
| February 27th |  |  |
| March 6th |  |  |
| March 13th  |  |  |
| March 20th  |  |  |
| March 27th |  |  |
| April 3rd |  |  |

Spring Break is the week of April 10th—Students should take high interest math activities home. The next pages include resources for any week and spring break.

Strategic Problem Solvers Apply the

Common Core Math Practice Standards

It’s about thinking clearly.

Two of the standards are essential every time students solve any problem, so they are

outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.

**MAKE SENSE OF PROBLEMS**

**AND PERSEVERE IN SOLVING THEM** (1)

|  |
| --- |
|  **Think Clearly*** Reason abstractly and quantitatively (2)
* Construct viable arguments and critique the reasoning of others (3)
 |
|  **Use Models and Tools Strategically*** Model with mathematics (4)
* Use appropriate tools strategically (5)
 |
|  **Recognize and Use Patterns and Structure*** Look for and make use of structure (7)
* Look for and express regularity in repeated reasoning. (8)
 |

**ATTEND TO PRECISION** (6)

*This diagram by the Center for Urban Education is based on “Grouping the SMPs” (McCallum 2011), Supporting Student Success, the Indiana Department of Education.*

**MATH PROBLEM SOLVERS THINK STRATEGICALLY -Response**

*Here are some strategies to solve a math problem.*

*These strategies begin with Math Practice Standard 1:*

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

**They all start with read the problem carefully to figure out what it asks.**

1. Read each sentence carefully to make sure you comprehend it.
2. Decide what the problem includes that you need to use to solve it.
3. Notice any numbers written as words—be sure you include them in your problem solution.
4. Look for context--kinds of numbers—money, time, size.
5. Then use a strategy you know to figure out the answer.
6. Start by estimating what the size of the answer will be.

**Here are some strategies you can use.**

* List information you need to use.
* Use a model.
* Use a rule you know.
* Make a table.
* Make a diagram.
* See if it will take just one step to solve it or more steps.
* Choose an operation to start.
* Guess, check, then correct if I need to.
* Look for a pattern.
* Draw a picture so I see what the problem includes.
* Figure out what information I need.
* Underline the information I need and cross out the things I don’t need.
* Make a graph.
* Make a list of operations—the steps to take.
* Make a table or chart.
* Work “backwards”.
* Think of two different ways to solve it, then choose the one you think will work better.
* Write it as a number sentence.

**Most important: Think carefully and clearly.**

Work with precision—make sure you know what the words in the problem mean.

Make sure you are careful to check your work.

*That is Math Practice Standard 6. Attend to precision.*

**Collaborate to Solve Math Problems to Learn More!**

**You can do this first part by yourself and then pair and compare your strategy with another student’s.**

**Then work together to solve the problem using the strategy you both think will work best.**

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |
| How will I solve it? |  |
| What information do I need to solve it? |  |

Work with another student to solve the problem.

**MATH PROBLEM SOLVING GUIDE**

*Common Core Math Practice Standard: Make sense of the problem, then solve it persistently!*

|  |  |
| --- | --- |
| 1. **What will you**  **figure out?**  |  |
| 2. **How** will you solve  the problem? What strategy will you use? |  |
| 3. What **information**  will you use? |  |

4. Solve it here. If you need more space use the back of the page.

My answer is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What rule or pattern did you use when you solved it?

(*Practice standard 2—think abstractly and quantitatively)*

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

Strategic Math Problem Solver

CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Read a Word Problem. Figure out ways to solve it.

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |

**Figure out two ways to solve it.**

|  |  |
| --- | --- |
| **A. One Strategy** | **B. Another Strategy** |
| I can … | I can… |

**Which way is better?** \_\_A \_\_B

**Why do you think that strategy is better?**

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

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

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You can pair and compare your answers with another student’s strategies.

*Then you can solve the problem yourself or work with another student.*

**Use the strategy you think is the best way to solve it.**

**My Own Math Homework Guide**

*Complete this guide at school.*

*List the steps to solve a problem with this week’s skill. Then put an example.*

*Take it home and follow your steps to solve more problems.*

This Week’s Math: How to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **List the Steps to Solve this Kind of Problem** | **Here is my example!** |
|  |  |

**Literacy Common Core Fifth Grade Standards Emphasized**

|  |  |
| --- | --- |
| **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  | 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--* **Quote** accurately from a text when **explaining** what the text says explicitly and when **drawing inferences** from the text.—is applied in responding to tasks and questions based on all other reading standards. All reading competence development supports standard 10 progress: By the end of the year, **read and comprehend** informational texts, including **history/social studies**, **science**, and **technical texts**, at the high end of the grades 4–5 text complexity band **independently** and **proficiently**.

**Writing: CCSSW.5.1 OPINION (CPS Framework Assessment Specification)**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Balance with narrative and explanatory writing.

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

**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 English when appropriate to task and situation.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

**LANGUAGE Fifth Grade**

**These lists are set up with lines so that you can set your students’ learning priorities for this quarter. Students also can use these lists to set and record progress.**

|  |
| --- |
| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.

\_\_a. Form and use the perfect (e.g., *I had walked*, *I have walked*, *I will have walked*) verb aspects.\_\_b. Recognize and correct inappropriate shifts in verb tense and aspect.\* |
| * 2. Observe conventions of capitalization, punctuation, and spelling.

\_\_a. Use punctuation to separate items in a series.\*\_\_b. Use a comma to separate an introductory element from the rest of the sentence.\_\_c. Use underlining, quotation marks, or italics to indicate titles of works.\_\_d. Spell grade-appropriate words correctly, consulting references as needed. |
| * 3. Make effective language choices.

\_\_a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\* |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on grade 5 reading*).

\_\_a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word’s position or function in the sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.\_\_b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *photograph*, *photosynthesis*).\_\_c. Interpret figurative language, including similes and metaphors.\_\_d. Explain the meaning of common idioms, adages, and proverbs. |
| * 5. Understand word relationships.

\_\_a. Build real-life connections between words and their various uses and meanings.\_\_b. Define relationships between words (e.g., how *smirk* is like and unlike *smile*; what items are likely to be *vast*).\_\_c. Distinguish a word from other words with similar but not identical meanings (synonyms). |
| * 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
 |

\* Conventions standards noted with an asterisk (\*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

**Analyze Craft and Structure**

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

Use these terms when relevant in discussions and in tasks.

Ask students to make a literacy glossary in which they include examples of these techniques and structures from texts they read.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action colloquialismdescriptive detailsdialoguefigurative languageflashbackforeshadowinghyperboleidiomimageryironymetaphormoodnarrator* first person
* second person
* third person
* omniscient

onomatopoeiaplot twistpoint of viewrepetitionsatiresensory detailsimilestory within a storysuspensesymbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiaparadoxpersonificationpoint of viewrepetitionrhymerhythmsatiresensory detailsimilesymbolismtonevisual detail voice | allusionanalogyanecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesfigurative languagegraphheadingshumorillustrations imagerynarrative point of viewquotationssarcasmsatiresequence text structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestonetransitionvoice | *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
 |

Connect Reading and Writing to Learn More.

***Each week integrates writing in response to fiction and nonfiction.***

***PARCC emphasizes writing about reading so that students read thoughtfully.***

[PARCC-Based Constructed Response Challenges—The PCR](http://teacher.depaul.edu/PARCCBasedConstructedResponse.html)

[Constructed Response Guides](http://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf)  (The PCR)

[**NONFICTION** Prose Constructed Response Organizers](http://teacher.depaul.edu/NonfictionPCROrganizers.html)

[**FICTION and Poetry**Prose Constructed Response Organizers](http://teacher.depaul.edu/Fiction_Poetry_PCROrganizers.html)

### PARCC rubrics for Prose Constructed Responses       [grades 4-5](http://teacher.depaul.edu/Documents/Grade4-5July29RubricFinal.pdf)

[rose Constructed Response Guides](http://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf)  (The PCR)

[**NONFICTION** Prose Constructed Response Organizers](http://teacher.depaul.edu/NonfictionPCROrganizers.html)

[**FICTION and Poetry**Prose Constructed Response Organizers](http://teacher.depaul.edu/Fiction_Poetry_PCROrganizers.html)

### PARCC rubrics for Prose Constructed Responses     [grades 4-5](http://teacher.depaul.edu/Documents/Grade4-5July29RubricFinal.pdf)

###

Go to this link to see examples of PARCC Question sets,

Student constructed responses: <https://prc.parcconline.org>

The writing tasks included this quarter require students to read at the comprehensive and thoughtful levels required by PARCC, so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

**Fifth Grade: THIRD QUARTER Learning Priorities Weeks 21-22
LITERATURE**

|  | **Week of February 6**  | **Week of February 13** |
| --- | --- | --- |
| **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)CCSSRL.5.1**Infer with evidence**CCSSR5.5Writer’s Craft and Structure—analyze how the writer communicates a theme to accomplish purpose (5.6) | * Analyze challenges, choices, causes, effects.
* Infer feelings, traits, predictions.
* Figure out the theme
* Analyze author’s purpose and techniques the writer uses to accomplish it.
* Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)
 | * Analyze challenges, choices, causes, effects.
* Infer feelings, traits, predictions.
* Figure out the theme
* Analyze author’s purpose and techniques the writer uses to accomplish it.
* Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 structure | * Prefix
 | * Suffix
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinion  | * Write constructed response—which events are most important in a history or biography you read—and why.
* Construct a short synopsis of a history or biography, including important events.
 | * Write constructed response—which events are most important in a history or biography you read—and why.
* Construct a short synopsis of a history or biography, including important events.
 |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fifth Grade: THIRD QUARTER Learning Priorities Weeks 21-22
NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 6**  | **Week of February 13** |
| --- | --- | --- |
| **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**How do you read nonfiction?CCSSR5.2 and 5.5—analyze communication of ideas with examples/evidence | * *Integrate information from two different sources to respond to a big question with cited examples.*
* *Use text features to locate the information.*
* *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Include texts with graphs and tables.*
* *Make glossary.*
 | * ***I****ntegrate information from two different sources to respond to a big question with cited examples.*
* *Use text features to locate the information.*
* *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Include texts with graphs and tables.*
* *Make glossary*
 |

**Nonfiction** [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

**Fifth Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**LITERATURE**

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_spiritual | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_spiritual  |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Emphasis: the writer’s techniques, the reader’s strategies |  If possible, use a nonfiction text to contextualize African American spirituals or songs of the Civil Rights movement. Then interpret a relevant song. [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)* How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)
 | If possible, use a nonfiction text to contextualize African American spirituals or songs of the Civil Rights movement. Then interpret a relevant song.[Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)* How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4Analyze word structure and useInfer from context | * Plurals
 | * Contractions and possessives
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinion*narrative*  | * Write with support your opinion about the importance of poetry and songs.
* Outline the structure of a nonfiction narrative emphasizing sequence.
 | * Write with support your opinion about your favorite poem.
* Illustrate a mentor nonfiction text.
 |

Literacy Guides and Readings [Poetry, Speeches, Songs](http://teacher.depaul.edu/PoetrySpeechesSongs.html)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fifth Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **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**Evaluate an argument (claim)—CCSSR8 | * *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Use two different texts.*
* *Use text features to locate information.*
* *Include texts with graphs and tables.*
* *Use index, table of contents, glossary*
* *Analyze the structure the writer used—make an outline showing the parts and structure.*
 | * *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Use two different texts.*
* *Use text features to locate information.*
* *Include texts with graphs and tables.*
* *Use index, table of contents, glossary*

*Analyze the structure the writer used—make an outline showing the parts and structure.* |

**Nonfiction** [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

**Fifth Grade: THIRD QUARTER Learning Priorities 25-26**

**LITERATURE**

|  | **Week of March 6** | **Week of March 13** |
| --- | --- | --- |
| **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)CCSSRL.5.1Analyze, infer with evidence5.2 infer theme5.5 Analyze structure and techniques5.6 analyze purpose | * Explain how to figure out how a writer uses elements of fiction and techniques to communicate the theme or central message of a story.
* Explain how different genres differ--features of legends, myths, folktales, realistic fiction, other genres.
* Explain how two different stories can communicate the same theme.
* Identify how a narrator’s perspective influences how events are presented.
 | * Explain how to figure out how a writer uses elements of fiction and techniques to communicate the theme or central message of a story.
* Explain how different genres differ--features of legends, myths, folktales, realistic fiction, other genres.
* Explain how two different stories can communicate the same theme.
* *Identify how a narrator’s perspective influences how events are presented.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4Analyze word structure and useInfer from context | * multi-meaning words
 | * compound words
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Opinion*  | * Outline your own position paper—based on a mentor text you analyze about how the writer supports a claim with evidence.
 | * Write the position paper you outlined past week.
 |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

 **Fifth Grade: THIRD QUARTER Learning Priorities 25-26**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 6** | **Week of March 13** |
| --- | --- | --- |
| **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.5.6—author’s purpose.CCSSRI5.5 analyze structure and techniquesCCSSRI5.8 Analyze claims and support  | * Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out a claim and its support**evaluate the strength of that support
 | * Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out a claim and its support**evaluate the strength of that support
 |

**Evaluate Evidence for a Claim**

[Analyze Two Different Positions](http://teacher.depaul.edu/Documents/AnalyzeTwoDifferentPositions.pdf)

[Evaluate Support for a Claim](http://teacher.depaul.edu/Documents/EvaluateSupportforaClaim.pdf)

[**Evaluate Support for a Claim**](http://teacher.depaul.edu/Documents/Evaluate_Support_for_a_Claim.pdf)--decide which evidence is stronger

[Analyze Evidence then Improve an Argument](http://teacher.depaul.edu/Documents/AnalyzeEvidencethenImproveanArgument.pdf)

[Analyze Strength of Evidence](http://teacher.depaul.edu/Documents/AnalyzeStrengthofEvidence.pdf)

[Nonfiction PCR Organizer--How a Writer **Supports** a **Claim** CCSSR8](http://teacher.depaul.edu/Documents/NonfictionPCROrganizer--HowaWriterSupportsaClaim.pdf)

**Fifth Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**LITERATURE**

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **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)5.5 and 5.6—author’s purpose and techniques  | * Decide which details are important to:Understanding a character and the development of the plot.
* Analyze the role of the narrator.
* Analyze how a writer uses techniques –dialogue, setting, other elements of fiction, to help the reader understand the ways the characters relate and how their actions communicate the theme.
 | * Decide which details are important to:Understanding a character and the development of the plot.
* Analyze the role of the narrator.
* Analyze how a writer uses techniques –dialogue, setting, other elements of fiction, to help the reader understand the ways the characters relate and how their actions communicate the theme.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4Analyze word structure and useInfer from context | * Analyze the effect of words that a writer uses—on tone, mood.
 | * Analyze the way a nonfiction writer includes in-text explanations of words or requires the reader to figure the meaning out from context and structure.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*opinion*  | * Outline and write opinion on an issue
 | * Revise and improve opinion statement
 |

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fifth Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **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.5.1Analyze a passage to generate questions5.5 structure of text | * Use ideas and information from two sources—texts or text and video—to respond to a focus question.
* Analyze the techniques—particularly structure of the text and text features—the writer uses to explain ideas.
 | * Use ideas and information from two sources—texts or text and video—to respond to a focus question.
* Analyze the techniques—particularly structure of the text and text features—the writer uses to explain ideas.
 |

**Evaluate Evidence for a Claim**

[Analyze Two Different Positions](http://teacher.depaul.edu/Documents/AnalyzeTwoDifferentPositions.pdf)

[Evaluate Support for a Claim](http://teacher.depaul.edu/Documents/EvaluateSupportforaClaim.pdf)

[**Evaluate Support for a Claim**](http://teacher.depaul.edu/Documents/Evaluate_Support_for_a_Claim.pdf)--decide which evidence is stronger

[Analyze Evidence then Improve an Argument](http://teacher.depaul.edu/Documents/AnalyzeEvidencethenImproveanArgument.pdf)

[Analyze Strength of Evidence](http://teacher.depaul.edu/Documents/AnalyzeStrengthofEvidence.pdf)

[Nonfiction PCR Organizer--How a Writer **Supports** a **Claim** CCSSR8](http://teacher.depaul.edu/Documents/NonfictionPCROrganizer--HowaWriterSupportsaClaim.pdf)

**Fifth Grade: THIRD QUARTER Learning Priorities Week 29**

**LITERATURE**

|  | **Week of April 3** |
| --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.5.2Infer theme and support with evidenceSummarize **5.5 and 5.6 analyze purpose and techniques** | * Contrast poetry and prose.
* Summarize reading “repertoire”—genres you know, skills you use to read them, how and why you read them.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4Infer from context | * Make a guide to the word patterns you have studied this quarter, including examples.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*opinion*  | * Explain what the writer thinks about when writing in different genres.
* Then write your opinion about the genre you think is the best way to persuade people to share an opinion.
 |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fifth Grade: THIRD QUARTER Learning Priorities Week 29**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of April 3** |
| --- | --- |
| **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)**DEVELOP NONFICTION LITERACY**CCSSRI.5.2SummarizeAnalyze structure of text 5.5CCSSRI.W1—argument | * Choose one topic or issue.
* Then make a claim about it.
* Then list supporting ideas.
* Then list important information to support each of the supporting ideas
 |

**Nonfiction** [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)