**5th Grade**

FOURTH QUARTER LEARNING PRIORITIES

**NWEA Resources**

* [***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)

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

Rochester School District Links to Khan Academy

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

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)

**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) |

**Enrichment Resources—For After NWEA!**

**SEL/Literacy--Plan a Fable that Teaches a Lesson**[**Spanish**](http://teacher.depaul.edu/Documents/FablePlannerESP.pdf)[**English**](http://teacher.depaul.edu/Documents/FablePlanner.pdf)

**Learning Guides in Spanish and English**

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

***Readings--*Texts*in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)

**Connect Learning to Chicago**

**[](http://teacher.depaul.edu/chicago.html)**  [**Chicago Literacies--**](http://teacher.depaul.edu/Documents/ChicagoLearningResources.pdf)

             Activities and Texts to Learn about past and plan the future

             --Organized for the Chicago History Museum

[**Read/THINK\Write Chicago**](http://teacher.depaul.edu/ChicagoConnectedReadingWritingThinking.htm)

**Engaging activities so students strengthen skills and learn about their city**

**THE ART PLUS.**

**Visual Representation**[**Expands Learning**](http://teacher.depaul.edu/html/IllustratetoAssess.htm)

"Art is the representation, science the explanation, of the same reality."

       --Herbert Read

**Literacy Standards Emphasized this Quarter**

|  |  |
| --- | --- |
| **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 this Quarter 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.

**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 this Quarter—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** |
| 16 April |  |  |
| 23 April |  |  |
| 30 April |  |  |
| 7 May |  |  |
| 14 May |  |  |
| 21 May |  |  |
| 28 May |  |  |
| 4 June |  |  |
| 11 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 |

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

*This list is based on NWEA skills items. Adjust it to match your learning priorities.*

*Get it as a Word document you can expand at teacher.depaul.edu.*

| **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 16** | **Week of April 23** |
| --- | --- | --- |
| **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 learn when you read nonfiction?*   * *use information and ideas from a text to figure out main ideas—* * Use nonfiction reader’s questions to analyze text— | *How do you use text features to learn when you read nonfiction?*   * Use nonfiction reader’s questions to analyze text— * Which reference works do you use—and how? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | Make a poetry glossary—kinds of figurative language and other techniques with examples. [T](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf) | 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 | * Organize and write a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that communicates a theme—could be the same theme as a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) interpreted. | * Plan a story with a central message—or add to the story you analyzed. (Develops ability to analyze story structure and author’s techniques.) |

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

|  | **Week of April 30** | **Week of May 7** |
| --- | --- | --- |
| **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, continue to analyze learning from nonfiction: 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?* | * *Using two texts, continue to ask: 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?* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | * Continue root word and affix guide development—include examples you find in reading and that you construct. | * Continue root word and affix guide development—include examples you find in reading and that you construct. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | * analyze a nonfiction text—what do you think the writer did to organize it? Then use the same process to start to organize your own nonfiction text. * [Writing](http://teacher.depaul.edu/html/Writing1.htm) guides | * Outline the report you will write. * List techniques you will use |

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

|  | **Week of May 14** | **Week of May 21** |
| --- | --- | --- |
| **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. | *Choose a big question to research.*   * *Use two or more sources to locate information to answer it.* * *Begin to organize information.*   *This begins a four-week project that correlates with writing development.* | *Continue the research.*  *This is a continuation of a four-week project that includes the writing process listed for these weeks.*   * *Recommended: Make an exhibit for one subject, a booklet for the other—science and social science.* |
| [**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 | * Collect information for a report or exhibit. * Organize it based on one central idea and several supporting ideas. | * Outline the report or exhibit. * Collect more examples to support it. |

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

|  | **Week of May 29** | **Week of June 4** |
| --- | --- | --- |
| **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) | * *Synthesize the research—this is a continuation of previous week’s research.* * seek additional information if needed | * *Conclude—what is your “claim” about the topic? How will you support it in your booklet or exhibit?* |
| **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 booklet or construct the exhibit. | * Improve the booklet or exhibit. |

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

|  | **Week of June 11** |
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| **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)  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) **Develop 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 biography—progress I have made this year. |