**5th Grade**

THIRD QUARTER LEARNING PRIORITIES

**Common Core Fifth Grade Literacy 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**.

**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit |
| 5  February |  |  |
| 12 February |  |  |
| 19  February |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Students should take high-interest math activities home.* |
| 2 April |  |  |
| 9 April |  |  |

**The Speaking and Listening Standards are Keys to Learning math, science, social science AND literacy!**

**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  colloquialism  descriptive details  dialogue  figurative language  flashback  foreshadowing  hyperbole  idiom  imagery  irony  metaphor  mood  narrator   * first person * second person * third person * omniscient   onomatopoeia  plot twist  point of view  repetition  satire  sensory detail  simile  story within a story  suspense  symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  paradox  personification  point of view  repetition  rhyme  rhythm  satire  sensory detail  simile  symbolism  tone  visual detail  voice | allusion  analogy  anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  figurative language  graph  headings  humor  illustrations  imagery  narrative  point of view  quotations  sarcasm  satire  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 |

**Third Quarter READING VOCABULARY**

Select “technique” of the week for literature to feature as students locate in reading and also create examples.

Choose a Nonfiction text feature to highlight each week—ask students to write their own explanations of how the text feature helps readers comprehend a nonfiction text.

|  |  |  |
| --- | --- | --- |
| Week of | LITERATURE TECHNIQUES | NONFICTION TEXT FEATURES |
| 5  February |  |  |
| 12 February |  |  |
| 19  February |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Spring Break!* |
| 2 April |  |  |
| 9 April |  |  |

**NONFICTION WRITERS USE TEXT FEATURES TO COMMUNICATE IDEAS**

|  |  |  |
| --- | --- | --- |
| Diagrams | Charts | Graphs |
| Maps | Glossary | Bibliography |
| Author’s Biography | Index/Table of Contents | Label |
| Schedule | Guide Words | Headings and subheadings |
| Title | Caption | Boldface |
| Primary source | Secondary Source |  |

A nonfiction author teaches ideas about a topic.

List text features in the left column.

Then in the right column tell how a reader would use each one.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
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|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**You can turn this into a matching game.**

Cut out the techniques and explanations, and then mix them up.

Then ask other students to match the feature with the way readers use it.

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

|  | **Week of February 5** | **Week of February 12** |
| --- | --- | --- |
| **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**  and  Writer’s Craft and Structure—analyze how the writer communicates ideas. | * 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. | * 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. |
| [**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 5** | **Week of February 12** |
| --- | --- | --- |
| **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? | * *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 19** | **Week of February 26** |
| --- | --- | --- |
| **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)  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.   * 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.   * 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.5.4  Analyze word structure and use  Infer 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 19** | **Week of February 26** |
| --- | --- | --- |
| **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 5** | **Week of March 12** |
| --- | --- | --- |
| **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  Analyze, infer with evidence  5.2 infer theme  5.5 Analyze structure and techniques  5.6 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.5.4  Analyze word structure and use  Infer 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**

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| --- | --- |
| [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 5** | **Week of March 12** |
| --- | --- | --- |
| **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 techniques  CCSSRI5.8 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 19** | **Week of April 2** |
| --- | --- | --- |
| **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.5.4  Analyze word structure and use  Infer 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 19** | **Week of April 2** |
| --- | --- | --- |
| **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.5.1  Analyze a passage to generate questions  5.5 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 9** |
| --- | --- |
| **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.5.2  Infer theme and support with evidence  Summarize  **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.5.4  Infer 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 9** |
| --- | --- |
| **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.5.2  Summarize  Analyze structure of text 5.5  CCSSRI.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)