**5th Grade**

FIRST QUARTER

CORE COMPETENCE DEVELOPMENT

 

**For resources to support first quarter progress, go to**

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)**.**

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**MATH MIX: New and Continuing PRIORITIES**

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 designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Students need to take home an example of how to solve problems—that *they prepare* so they can practice correctly. Encourage math games—Monopoly, turn math flashcards into “fast math” activities in which students quickly tell the answer – reinforce times tables, division facts.

**Daily kinds of assessment:**

 \_\_glossary \_\_journal \_\_my own example \_\_solve a problem, explain it

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**Weekly kinds of assessment:**

\_\_solve problem, explain patterns and strategies \_\_write math booklet

\_\_make my own “anchor chart” \_\_make “math path”—steps to solution

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

**Common Core Fifth Grade Literacy Competencies Emphasized**

Reading standard 1 is developed in conjunction with all other reading standards—

1. **Quote** accurately from a text when **explaining** what the text says explicitly and when **drawing inferences** from the text.

|  |  |
| --- | --- |
| **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. |
| 3. **Compare** and **contrast** two or more **characters**, **settings**, or **events** in a story or drama, drawing on **specific details** in the text (e.g., how **character**s interact). | 3. **Explain** the **relationships** or interactions between two or more individuals, **events**, **ideas**, or **concepts** in a historical, scientific, or technical text **based on specific information** in 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. |
| ***INTEGRATION OF KNOWLEDGE AND IDEAS*** | ***INTEGRATION OF KNOWLEDGE AND IDEAS*** |
| 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. |

*Nonfiction reading competencies are developed each week in science or social science*

*—ideally students focus on only one nonfiction subject for five weeks so that students learn that content and learn how to read nonfiction.*

*All the reading competence development is designed to reach standard 10:*

|  |  |
| --- | --- |
| By the end of the year, **read and comprehend** literature, including **stories**, **dramas**, and **poetry**, at the high end of the grades 4–5 text complexity band **independently** and **proficiently**. | 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 PRIORITIES**

**Using a mentor text approach, the first quarter includes analysis of narratives as well as constructing narratives—priorities that align with the PARCC Constructed Response requirements.**

**Source: Sample Assessments at PARCCOnline.org**

CONSTRUCTED RESPONSE ABOUT ONE READING

You have read a passage from “The Growin’ of Paul Bunyan.” Think about how the story would be different if it were told from Johnny’s point of view. Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

CONSTRUCTED RESPONSE ABOUT TWO READINGS

The stories titled *Ida B* and *Moon Over Manifest* both include events that did not happen. Write and essay describing how each narrator’s point of view influenced how these events are described. Be sure to use details from both stories.

Common Core Writing Narratives—CCSSW3—for fifth grade requires the following:

Write narratives in which they:

\_\_a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.

\_\_b. Use narrative techniques such as dialogue and description to develop events and show the characters’ external behaviors and internal responses to events.

\_\_c. Use a variety of temporal words and phrases to manage the sequence of events.

\_\_d. Use concrete and sensory words and phrases to convey events and experiences precisely.

\_\_e. Provide a satisfying conclusion that follows from the narrative’s events.

Students can use that list to analyze a mentor text—analyze how the writer meets those criteria.

**Expository writing also is required on PARCC—and reinforces and expands learning nonfiction.**

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum—including SEL. Check the competencies you will emphasize in “collaborative conversations” and 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 English when appropriate to task and situation.

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

**NWEA Literature Interpretation Terms** CCSSR4—expand academic vocabulary.

*The following terms are included in NWEA questions from grades 3-8.*

*The following week-to-week plans include literacy terms that should be applied by students as they analyze texts during the two-weeks for which they are listed. Many will be repeated during subsequent quarters since they are transferrable across texts.*

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

**Analyze Craft and Structure**

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.

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| **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
 |

**Fifth Grade: First Quarter Learning Priorities Weeks 1-2**

|  | **Week of September 4** | **Week of September 11** |
| --- | --- | --- |
| **Literature Genre** | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)Analyze character development (CCSSRL5.3)Infer word meaning from context. (5.4--Ongoing) literature terms: character traits; evidence; dialogue; motive; summary | Assess student abilities and interests, Take [reading interest survey](http://teacher.depaul.edu/Documents/LiteracySurvey.pdf).  **RELATE CHARACTER TRAITS AND ACTIONS** relates to organizing a collaborative classroom—see next page.identify, classify and infer [character traits](http://teacher.depaul.edu/files/documents/Icanidentifyandinfercharactertraits.pdf)*Make chart:***Character Trait\_ Evidence\_**Draw characters, showing traits. | **RELATE TRAITS /ACTIONS/MOTIVES** Infer [character, motives](http://teacher.depaul.edu/files/documents/ICanIdentify-InferMotive.pdf), relate to plot and author’s choices—how the writer creates a character—dialogue, actions.Make Chart, provide evidence for yourinfer***ence*** of motive**Who Does What Why Evidence***Write a* ***summary*** *of your chart****.******Start literary terms glossary (ongoing)*** |
| **Nonfiction Sources** | topic/trade book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia | topic/trade book \_ biography \_ history \_\_magazine \_\_atlas* \_video \_\_textbook \_\_encyclopedia
 |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)CCSSRI.5.2Ideas of Science  | Science Inventory:* What do you like about science?
* What is a science topic you’ve learned that you like a lot?How did you learn about it?What is an idea you learned?
* Infer: what are the traits of a scientist?
 | * How do scientists solve figure out ideas? (May be based on a reading, experiment, other source)
* What is an important science discovery and why is it important to know?
* How do the parts of a science text help you learn?
 |
| [**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.5.3Analyze relationships | Recall and/or read about a person who helped others make progress.* What traits did that person demonstrate?
* What evidence in the passage supports your inference?
 | Read a passage about an important person or event. * What challenges did people face?
* What traits did they have that enabled them to overcome them?
* How do the parts of a social science text help you learn?
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Narrative CCSSW5.3 | Assess interests and skills:* What do you like to write?
* How do you write a good sentence?Give an example.
* How do you organize a good paragraph?
* Write a good paragraph about a person you admire—it could be you.
 | * What structure and techniques do you find in this week’s story?
* What did the writer do to keep you interested?
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | Assess grammar competence:* Knowledge of parts of speech
* Knowledge of rules of grammar
* Knowledge of punctuation.
* *Schedule* Punctuation *Focus weeks based on assessment.*
 | Identify **parts of speech** in a passage* List 5 nouns, 5 verbs, 5 adjectives, 2 adverbs. (Students can use them to write sentences of their own.)
 |

**What character traits are most important to our classroom community?**

***Example--You can set up a display—choose traits and ask students to illustrate them.***

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| **cooperative** | **careful** | **persistent** |
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**What character traits are most important to our classroom community?**

***Example--You can set up a display—choose traits and ask students to illustrate them.***

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| **careful** | **helpful** | **cooperative** |
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**Personalize learning from the beginning:**

**Make a Literacy Survey to Learn What Your Students Like.**

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

|  |  |
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| 1. What is your favorite kind of book to read?
 | 1. What is your favorite story?
 |
| 1. What is your favorite TV show?
 | 1. What do you like about that TV show?
 |
| 1. What do you like to write?
 | 1. What do you want to learn more about?

animals, countries, famous people, music, sports, or another topic? |

**Fifth Grade: First Quarter Learning Priorities Weeks 3-4**

|  | **Week of September 18** | **Week of September 25** |
| --- | --- | --- |
| **Literature Genre** | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)5.2—determine theme5.5-analyze writer’s choicesliterature terms: problem; solution; message; character development; narrator | Analyze the plot:* What choices do characters make, what problems do they face, how do they resolve them? How does the narrator help explain what happens?
* Why do you think the writer set up this problem and solution—what message did the author want you to understand?

INTEGRATE WRITING: Add dialogue to a story. | Analyze the plot and character development:* What choices do characters make, what problems do they face, how do they resolve them? How does the narrator help explain what happens?
* Why do you think the writer set up this problem and solution—what is the writer’s message?
* How does the writer help you understand the characters and situation?
* INTEGRATE WRITING: Add dialogue.
 |
| **Nonfiction Sources** | topic book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia | topic/trade book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.5.2Identify and support ideas*literacy terms:* *text features; complexity of text; central idea ; text structure* | * Identify important words (often boldfaced) and start glossary.
* Describe how a text groups information into general **categories**
* **Adjust rate of reading to complexity of text**
* Use text structure to identify main ideas.
* Then determine central idea.
* Identify how the writer uses text features and illustrations to communicate the ideas.
 | * Continue glossary (ongoing)
* Describe how a text groups information into general **categories**
* **Adjust rate of reading to complexity of text**
* Use text structure to identify main ideas.
* Then determine central idea.
* Explain how the writer uses text features and illustrations to communicate the ideas.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)narrativeCCSSW2 | [**Paragraph with focus, support**](http://teacher.depaul.edu/Documents/FocusSupportOrganizeWriting.pdf)* Explain an event (fiction or nonfiction—why it happened, and support it in your paragraph.
* Then polish your paragraph—punctuation, spelling.
* Write journal (ongoing) —can apply to any subject—and SEL
 | * Narrate a problem and solution---science, social studies, or fiction
* Then polish your paragraph (grammar, punctuation, subject-verb agreement)
* Write journal (ongoing) —can apply to any subject—and SEL

**START LATIN AND GREEK ROOT-WORD COLLECTION—ONGOING.** |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)Analyze and use singular/plural nouns  | * Classify singular **and plural** *nouns and pronouns* from a passage

 **singular**  **plural*** Make a list of rules (with examples) for making plurals—e.g., when a noun ends in -*y* you add -*ies*.
 | * Classify singular and plural **verbs** from a passage

 singular plural * Correct subject-verb agreement errors in an example. Then make your own subject-verb agreement guide with your own examples.
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**Fifth Grade: First Quarter Learning Priorities Weeks 5-6**

|  | **Week of October 2**  | **Week of October 10** |
| --- | --- | --- |
| **Literature Genre** | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.5.3Compare charactersliterature terms:emotions; response; react; challenge; narrative; sequel; perspective | * MID-QUARTER ASSESSMENT
* Compare and contrast two characters within a story.
* How does the writer help the reader identify the characters’ traits and feelings/emotions?
* How do the characters react to the same event?
* How do they feel about the challenge they face?
* How do they react when the problem is solved?

INTEGRATE WRITING: [Outline](http://teacher.depaul.edu/Essay%20Organizer.pdf) narrative based on a story—outline what could happen in the sequel--the next part. | * Compare and contrast two characters within a story.
* Analyze the techniques the writer uses to communicate the characters’ identities.

INTEGRATE WRITING: * Write about the story from the perspective of one of the characters (
 |
| **Nonfiction Sources** | Topic book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia | Topic book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.5.2Analyze information to identify ideas *LITERACY TERMS: CENTRAL IDEA; TEXT FEATURES; SUPPORTING IDEAS.*  | * MID-QUARTER ASSESSMENT: HOW DO YOU USE TEXT FEATURES?
* Teacher asks FOCUS QUESTION
* **Use text features to Locate** relevant information
* **Classify** information
* Use pictures, illustrations, details in a text to **identify central idea and supporting ideas**

INTEGRATE WRITING: Write a summary of the text. | * **TEACHER ASKS FOCUS QUESTION**
* **Use text features to Locate** relevant information
* **Classify** information
* Use pictures, illustrations, details in a text to **identify central idea and supporting ideas**

INTEGRATE WRITING: Write a summary of the text. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Narrative CCSSW2 | * MID-QUARTER ASSESSMENT: HOW DO YOU ORGANIZE A PARAGRAPH
* Write journal (ongoing) —can apply to any subject—and SEL
 | * Write journal (ongoing) —can apply to any subject—and SEL
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | * Make subject-verb agreement guide with examples.
 | * Make verb tense guide—with examples.
 |

**Fifth Grade: First Quarter Learning Priorities Weeks 7-8**

|  | **Week of October 17** | **Week of October 24** |
| --- | --- | --- |
| **Literature Genre** | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play | \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction \_\_play |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSR5—analyze how the parts fit together—structure of the storyCCSSR2—determine the theme **LITERATURE TERMS:****Theme; scene; dialogue; techniques; plot** | * Analyze how the author communicates the theme through the parts of the story—how the scenes/events in the story contribute to developing that theme.

**Integrate writing:*** Plan a narrative on the same theme as the story.

Identify the characters, plot, role of the narrator. | * Analyze how the author communicates the theme through the parts of the story—how the scenes/events in the story contribute to developing that theme.
* What techniques does the writer use to help readers understand the importance of events, how characters change—the narrator, dialogue, other techniques.
* INTEGRATE WRITING—write the narrative outlined in previous week
 |
| **Nonfiction Sources** | topic/trade book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia | topic/trade book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html)CCSSRI.5.2Support an idea with evidence.CCSSRI5.9 Integrate information from different sourcesLITERACY TERMS: FOCUS QUESTION; RELEVANT INFORMATION; OUTLINE; CITE; SOURCE | Teacher Asks FOCUS QUESTIONStudents collect relevant information from different sources INTEGRATE WRITING: * Outline then write your answer to BIG question with cited information from different sources
 | Teacher Asks FOCUS QUESTIONStudents collect relevant information from different sources INTEGRATE WRITING: * Outline then write your answer to BIG question with cited information from different sources
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Explanatory* | * Write the rules for organizing an expository/explanatory text based on a mentor text.
 | * Follow the rules for organizing an expository text—in your response to a focus question (apply in science and social science)
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | * Make root word guide—how prefixes and suffixes change the meaning of words.
 | * Continue root word guide.
 |

**Fifth Grade: First Quarter Learning Priorities Week 9**

|  | **Week of October 30** **Comprehensive Assessment** |
| --- | --- |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSR5.6—mood and toneLITERATURE TERMS: MOOD, TONE; PERSPECTIVE | Comprehensive Assessment* Make list of ways the [author](http://teacher.depaul.edu/files/documents/ICanAnalyzeanAuthorsTechniques.pdf) of a story develops and uses elements of the story to communicate a theme, lesson or moral. Cite examples from fiction read this quarter
 |
| **Nonfiction Sources** | topic/trade book \_ biography \_ history \_\_magazine \_\_atlas\_video \_\_textbook \_\_encyclopedia |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)**or**[**Social Science**](http://teacher.depaul.edu/social_studies.html) CCSSRI5.5LITERACY TERMS: SOURCES; perspective; evaluate; strength and relevance of evidence  | Comprehensive Assessment* Explain the purpose of the different parts of the non-fiction text: how and why do the illustrations help you understand the topic?
* Why did the writer organize the sections the way they are?
* What else helps the writer accomplish the purpose to inform?
* Use examples from a passage to explain how to read nonfiction.
* How does the reader figure out what is important to learn from the text?
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Narrative CCSSW3 | Comprehensive assessment:* Write a “writer’s guide” to writing a narrative.
* Write journal (ongoing) —can apply to any subject—and SEL
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | * Make your own grammar guide—including the grammar rules and examples developed during the quarter.
 |