**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**.

Learning Guides in Spanish and English

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

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.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)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

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

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**Readings and Activities are available at**

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

**Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox%20%28CUE%29/__third%20quarter%201-27/https%3A/teachables.scholastic.com/teachables/guesthomepage.html)

**(first month is free!)**

**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**

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| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit  |
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**The Speaking and Listening Standards are Keys to Learning math, science, social science AND literacy!**

**CHOOSE THE STANDARDS TO EMPHASIZE THIS QUARTER.**

**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.**

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| ***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.

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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
 |

**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.

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| Week of | LITERATURE TECHNIQUES | NONFICTION TEXT FEATURES |
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**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.

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| --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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.
 |

**NWEA/Common Core 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***

*Read Comprehensively:*

*Teacher “frames” the learning with a BIG question. Students…*

Preview the text and graphics.

FOCUS on a BIG question.

Use nonfiction strategies to locate relevant ideas and information.

Identify IDEAS through examples.

▶Answer the BIG question!

|  |  |  |
| --- | --- | --- |
| **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 |
| **Nonfiction Reading Strategy (CCSSR1)** | Preview a passage—what is the topic, what do the title, headings and sub-headings tell me I’ll learn? | Skim a text to see major visual patterns—how the pages are organized, kinds of visuals the author includes. |
| [**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)

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

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

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **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.5.4Analyze word structure and useInfer from context | * Plurals
* Subject-verb agreement
 | * Contractions and possessives
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinion | * Write with support your opinion about the importance of poetry and songs.
 | * Write an effective speech or poem—communicate a message with effective examples and imagery.
 |

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

**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 Weeks 23-24**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

*Read Comprehensively:*

*Teacher “frames” the learning with a BIG question. Students…*

Preview the text and graphics.

FOCUS on a BIG question.

Use nonfiction strategies to locate relevant ideas and information.

Identify IDEAS through examples.

▶Answer the BIG question!

|  |  |  |
| --- | --- | --- |
| **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 |
| **Nonfiction Reading Strategy (CCSSR1)** | Adjust rate of reading to text complexity. Stop after each paragraph, then section to figure out what you learned. | Adjust rate of reading to text complexity. Stop after each section to figure out the main ideas and relevant facts. |
| [**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)

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

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

**LITERATURE**

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

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  |  |  |
| --- | --- | --- |
| **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 |
| **Nonfiction Reading Strategy (CCSSR1)** | Use headings, sub-headings, illustrations to locate information to support ideas. | Use captions, diagrams, map, other visuals to clarify ideas. |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.5.6—author’s purpose.CCSSRI5.5 analyze structure and techniquesCCSSRI5.8 Analyze claims and support  | * Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out a claim and its support**evaluate the strength of that support
 | * Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out a claim and its support**evaluate the strength of that support
 |

**Evaluate Evidence for a Claim**

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

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

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

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

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

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

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

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **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.
* Analyze the effect of words that a writer uses—on tone, mood.
 | * 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 | * Greek Roots—make a chart of examples
 | * Latin Roots—make a chart of examples
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*opinion*  | * Outline opinion on an issue
* Draft your opinion statement.
* Improve it for sentence structure—use compound sentences!
 | * Revise and improve opinion statement
* Edit for use of punctuation—comma, semi-colon, exclamation mark, quotation marks
 |

**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**

***EXPLORE EXAMINE EXPLAIN***

*Read Comprehensively:*

*Teacher “frames” the learning with a BIG question. Students…*

Preview the text and graphics.

FOCUS on a BIG question.

Use nonfiction strategies to locate relevant ideas and information.

Identify IDEAS through examples.

▶Answer the BIG question!

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.5.1Analyze a passage to generate questions5.5 structure of text | * Use ideas and information from two sources—texts or text and video—to respond to a focus question.
* Edit for correct punctuation including quotation marks.
* 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.
* Edit for sentence structure.
* 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 25-26**

**LITERATURE**

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

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

Preview the text and graphics.

FOCUS on a BIG question.

Use text features to comprehend.

Use nonfiction strategies to identify **ideas** and **relevant** information.

▶Answer the BIG question!

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.5.6—author’s purpose.CCSSRI5.5 analyze structure and techniquesCCSSRI5.8 Analyze claims and support  | * Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out a claim and its support**evaluate the strength of that support
 | * Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out a claim and its support**evaluate the strength of that support
 |

**Evaluate Evidence for a Claim**

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

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[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**

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

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

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

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

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

Preview the text and graphics.

FOCUS on a BIG question.

Use text features to comprehend.

Use nonfiction strategies to identify **ideas** and **relevant** information.

▶Answer the BIG question!

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography\_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source\_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.5.1Analyze a passage to generate questions5.5 structure of text | * Use ideas and information from two sources—texts or text and video—to respond to a focus question.
* Analyze the techniques—particularly structure of the text and text features—the writer uses to explain ideas.
 | * Use ideas and information from two sources—texts or text and video—to respond to a focus question.
* Analyze the techniques—particularly structure of the text and text features—the writer uses to explain ideas.
 |

**Evaluate Evidence for a Claim**

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

**LITERATURE**

|  |  |
| --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.5.2Infer theme and support with evidenceSummarize **5.5 and 5.6** analyze purpose and techniques | * Contrast poetry and prose.
* Summarize reading “repertoire”—genres you know, skills you use to read them, how and why you read them.
* Make a writer’s guide—techniques a writer uses—provide examples from readings or examples you create.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.5.4 | * 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.
 |

**NWEA/Common Core 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**

|  |  |
| --- | --- |
| **[Science](http://teacher.depaul.edu/Science_Activities_Assessments.html) and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.5.2SummarizeAnalyze structure of text 5.5 | Make your own nonfiction reading strategy guide. Include:* How to use text features
* Different genres of nonfiction
* How to adjust rate of reading to complexity of text
* How to figure out the structure of a text
* How a reader figures out the central idea and support
* How a reader figures out a claim and support
 |
| Vocabulary | Make a Greek and Latin root word “tree” showing a root that is important in Science, then one that is important in social science.Explain the function of a glossary. |

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

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