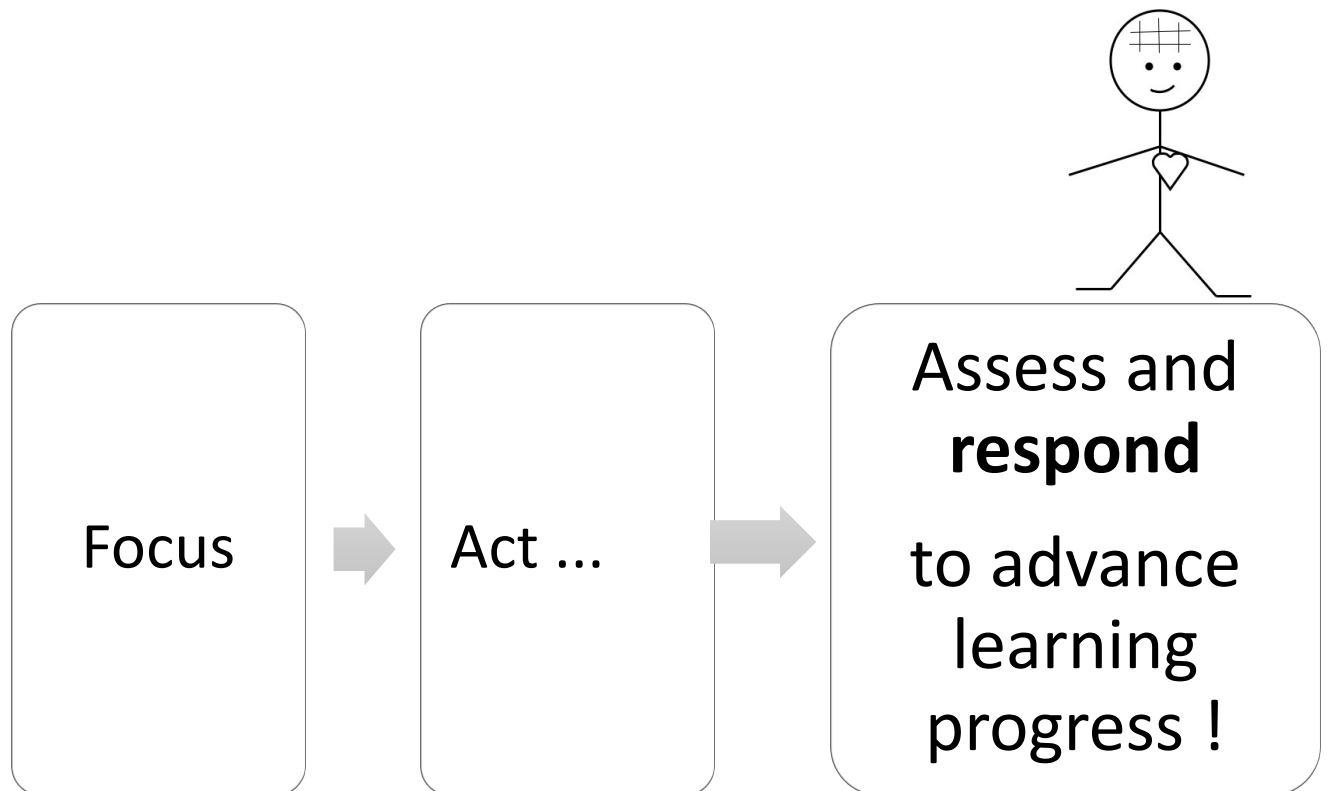


5th Grade

FIRST QUARTER CORE COMPETENCE DEVELOPMENT



For resources to support first quarter progress, go to
<http://teacher.depaul.edu>.

Polk Bros. Foundation Center for Urban Education
at DePaul University

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 characters 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 .
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WRITING PRIORITIES

Using a mentor text approach, the first quarter includes analysis of narratives as well as constructing narratives.

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.

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

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 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 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 Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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 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 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 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 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.

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.

Story Writers	Poets	Nonfiction Writers	Biographers
action colloquialism descriptive details dialogue figurative language flashback foreshadowing hyperbole idiom imagery irony metaphor mood narrator <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • cause-effect • compare/contrast • description • problem-solution • sequence table timeline titles and subtitles tone transition voice	<i>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.</i> <ul style="list-style-type: none"> • challenges • commentary • conflict • conflict resolution • context • details • dialogue • mood • quotations • perspectives • tone

Fifth Grade: First Quarter Learning Priorities Weeks 1-2

	Week of September 3	Week of September 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														
<u>Reading Literature</u> 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 . RELATE CHARACTER TRAITS AND ACTIONS relates to organizing a collaborative classroom—see next page. Infer character traits <i>Make chart:</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Character</th> <th style="width: 33%;">Trait</th> <th style="width: 33%;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table> Draw characters, showing traits.	Character	Trait	Evidence				RELATE TRAITS /ACTIONS/MOTIVES Infer character, motives , relate to plot and author's choices—how the writer creates a character—dialogue, actions. Make Chart, provide evidence for your <i>inference</i> of motive <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Who</th> <th style="width: 25%;">Does What</th> <th style="width: 25%;">Why</th> <th style="width: 25%;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Write a summary of your chart. Start literary terms glossary (ongoing)	Who	Does What	Why	Evidence				
Character	Trait	Evidence														
Who	Does What	Why	Evidence													
Nonfiction Sources	topic/trade book _ biography _ history _ magazine _ atlas _ video _ textbook _ encyclopedia	topic/trade book _ biography _ history _ magazine _ atlas <input type="checkbox"/> _ video _ textbook _ encyclopedia														
<u>Science</u> CCSSRI.5.2 Ideas of Science	Science Inventory: <input type="checkbox"/> What do you like about science? <input type="checkbox"/> 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? <input type="checkbox"/> Infer: what are the traits of a scientist?	<input type="checkbox"/> How do scientists solve figure out ideas? (May be based on a reading, experiment, other source) <input type="checkbox"/> What is an important science discovery and why is it important to know? <input type="checkbox"/> How do the parts of a science text help you learn?														
<u>Social Science</u> CCSSRI.5.3 Analyze relationships	Recall and/or read about a person who helped others make progress. <input type="checkbox"/> What traits did that person demonstrate? <input type="checkbox"/> What evidence in the passage supports your inference?	Read a passage about an important person or event. <input type="checkbox"/> What challenges did people face? <input type="checkbox"/> What traits did they have that enabled them to overcome them? <input checked="" type="checkbox"/> How do the parts of a social science text help you learn?														
<u>Writing</u> Narrative CCSSW5.3	Assess interests and skills: <input type="checkbox"/> What do you like to write? <input type="checkbox"/> How do you write a good sentence? Give an example. <input type="checkbox"/> How do you organize a good paragraph? <input type="checkbox"/> Write a good paragraph about a person you admire—it could be you.	<input type="checkbox"/> What structure and techniques do you find in this week's story? <input type="checkbox"/> What did the writer do to keep you interested?														
<u>Word Patterns and Grammar</u>	Assess grammar competence: <input type="checkbox"/> Knowledge of parts of speech <input type="checkbox"/> Knowledge of rules of grammar <input type="checkbox"/> Knowledge of punctuation. <input checked="" type="checkbox"/> <i>Schedule Punctuation Focus weeks based on assessment.</i>	Identify parts of speech in a passage <input type="checkbox"/> List 5 nouns, 5 verbs, 5 adjectives, 2 adverbs. (Students can use them to write sentences of their own.)														

**SEL Connects: literature, history, science, math—
learning—life—SEL is everywhere!**

Example--You can set up a display—students choose, then illustrate traits.

**What character traits are most important to our
classroom community? Here are three. Add yours!**

careful	helpful	cooperative

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.

1. What is your favorite kind of book to read?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. 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 17	Week of September 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								
<u>Reading Literature</u> 5.2—determine theme 5.5-analyze writer's choices literature terms: problem; solution; message; character development; narrator	Analyze the plot: <input type="checkbox"/> What choices do characters make, what problems do they face, how do they resolve them? How does the narrator help explain what happens? <input type="checkbox"/> 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: <input type="checkbox"/> What choices do characters make, what problems do they face, how do they resolve them? How does the narrator help explain what happens? <input type="checkbox"/> Why do you think the writer set up this problem and solution—what is the writer's message? <input type="checkbox"/> How does the writer help you understand the characters and situation? <input type="checkbox"/> 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								
<u>Science or Social Science</u> CCSSRI.5.2 Identify and support ideas <i>literacy terms: text features; complexity of text; central idea ; text structure</i>	<input type="checkbox"/> Identify important words (often boldfaced) and start glossary. <input type="checkbox"/> Describe how a text groups information into general categories <input type="checkbox"/> Adjust rate of reading to complexity of text <input type="checkbox"/> Use text structure to identify main ideas. <input type="checkbox"/> Then determine central idea. <input type="checkbox"/> Identify how the writer uses text features and illustrations to communicate the ideas.	<input type="checkbox"/> Continue glossary (ongoing) <input type="checkbox"/> Describe how a text groups information into general categories <input type="checkbox"/> Adjust rate of reading to complexity of text <input type="checkbox"/> Use text structure to identify main ideas. <input type="checkbox"/> Then determine central idea. <input type="checkbox"/> Explain how the writer uses text features and illustrations to communicate the ideas.								
<u>Writing</u> narrative CCSSW2	<u>Paragraph with focus, support</u> <input type="checkbox"/> Explain an event (fiction or nonfiction—why it happened, and support it in your paragraph. <input type="checkbox"/> Then polish your paragraph—punctuation, spelling. <input type="checkbox"/> Write journal (ongoing) —can apply to any subject—and SEL	<input type="checkbox"/> Narrate a problem and solution---science, social studies, or fiction <input type="checkbox"/> Then polish your paragraph (grammar, punctuation, subject-verb agreement) <input type="checkbox"/> Write journal (ongoing) —can apply to any subject—and SEL START LATIN AND GREEK ROOT-WORD COLLECTION—ONGOING.								
<u>Word Patterns and Grammar</u> Analyze and use singular/plural nouns	<input type="checkbox"/> Classify singular and plural nouns and pronouns from a passage <table border="1" style="margin: 10px auto; width: 150px; height: 40px;"> <tr> <td style="text-align: center;">singular</td> <td style="text-align: center;">plural</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <input type="checkbox"/> Make a list of rules (with examples) for making plurals—e.g., when a noun ends in -y you add -ies.	singular	plural			<input type="checkbox"/> Classify singular and plural verbs from a passage <table border="1" style="margin: 10px auto; width: 150px; height: 40px;"> <tr> <td style="text-align: center;">singular</td> <td style="text-align: center;">plural</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <input type="checkbox"/> Correct subject-verb agreement errors in an example. Then make your own subject-verb agreement guide with your own examples.	singular	plural		
singular	plural									
singular	plural									

Fifth Grade: First Quarter Learning Priorities Weeks 5-6

	Week of October 1	Week of October 8
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
<p><u>Reading Literature</u> CCSSRL.5.3 Compare characters</p> <p>literature terms: emotions; response; react; challenge; narrative; sequel; perspective</p>	<p><input type="checkbox"/> MID-QUARTER ASSESSMENT</p> <p><input type="checkbox"/> Compare and contrast two characters within a story.</p> <p><input type="checkbox"/> How does the writer help the reader identify the characters' traits and feelings/emotions?</p> <p><input type="checkbox"/> How do the characters react to the same event?</p> <p><input type="checkbox"/> How do they feel about the challenge they face?</p> <p><input type="checkbox"/> How do they react when the problem is solved?</p> <p>INTEGRATE WRITING: Outline narrative based on a story—outline what could happen in the sequel--the next part.</p>	<p><input type="checkbox"/> Compare and contrast two characters within a story.</p> <p><input type="checkbox"/> Analyze the techniques the writer uses to communicate the characters' identities.</p> <p><input type="checkbox"/></p> <p>INTEGRATE WRITING:</p> <p><input type="checkbox"/> Write about the story from the perspective of one of the characters (</p>
Nonfiction Sources	Topic book _ biography _ history _ magazine _ atlas video _ textbook _ encyclopedia	Topic book _ biography _ history _ magazine _ atlas video _ textbook _ encyclopedia
<p><u>Science or Social Science</u> CCSSRI.5.2 Analyze information to identify ideas</p> <p><i>LITERACY TERMS: CENTRAL IDEA; TEXT FEATURES; SUPPORTING IDEAS.</i></p>	<p><input type="checkbox"/> MID-QUARTER ASSESSMENT: HOW DO YOU USE TEXT FEATURES?</p> <p><input type="checkbox"/> Teacher asks FOCUS QUESTION</p> <p><input type="checkbox"/> Use text features to Locate relevant information</p> <p><input type="checkbox"/> Classify information</p> <p><input type="checkbox"/> Use pictures, illustrations, details in a text to identify central idea and supporting ideas</p> <p>INTEGRATE WRITING: Write a summary of the text.</p>	<p><input type="checkbox"/> TEACHER ASKS FOCUS QUESTION</p> <p><input type="checkbox"/> Use text features to Locate relevant information</p> <p><input type="checkbox"/> Classify information</p> <p><input type="checkbox"/> Use pictures, illustrations, details in a text to identify central idea and supporting ideas</p> <p>INTEGRATE WRITING: Write a summary of the text.</p>
<p><u>Writing</u> Narrative CCSSW2</p>	<p><input type="checkbox"/> MID-QUARTER ASSESSMENT: HOW DO YOU ORGANIZE A PARAGRAPH</p> <p><input type="checkbox"/> Write journal (ongoing) —can apply to any subject—and SEL</p>	<p><input type="checkbox"/> Write journal (ongoing) —can apply to any subject—and SEL</p>
<p><u>Word Patterns and Grammar</u></p>	<p><input type="checkbox"/> Make subject-verb agreement guide with examples.</p>	<p><input type="checkbox"/> Make verb tense guide—with examples.</p>

Fifth Grade: First Quarter Learning Priorities Weeks 7-8

	Week of October 15	Week of October 22
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
<p><u>Reading Literature</u> CCSSR5—analyze how the parts fit together—structure of the story CCSSR2—determine the theme</p> <p>LITERATURE TERMS: Theme; scene; dialogue; techniques; plot</p>	<p><input type="checkbox"/> 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.</p> <p>Integrate writing: <input type="checkbox"/> Plan a narrative on the same theme as the story. Identify the characters, plot, role of the narrator.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> What techniques does the writer use to help readers understand the importance of events, how characters change—the narrator, dialogue, other techniques.</p> <p><input type="checkbox"/> INTEGRATE WRITING—write the narrative outlined in previous week</p>
Nonfiction Sources	topic/trade book _biography _history __magazine __atlas _video __textbook __encyclopedia	topic/trade book _biography _history __magazine __atlas _video __textbook __encyclopedia
<p><u>Science</u> or <u>Social Science</u> CCSSRI.5.2 Support an idea with evidence. CCSSRI5.9 Integrate information from different sources</p> <p>LITERACY TERMS: FOCUS QUESTION; RELEVANT INFORMATION; OUTLINE; CITE; SOURCE</p>	<p>Teacher Asks FOCUS QUESTION Students collect relevant information from different sources</p> <p>INTEGRATE WRITING: <input type="checkbox"/> Outline then write your answer to BIG question with cited information from different sources</p>	<p>Teacher Asks FOCUS QUESTION Students collect relevant information from different sources</p> <p>INTEGRATE WRITING: <input type="checkbox"/> Outline then write your answer to BIG question with cited information from different sources</p>
<p><u>Writing</u> <i>Explanatory</i></p>	<input type="checkbox"/> Write the rules for organizing an expository/explanatory text based on a mentor text.	<input type="checkbox"/> Follow the rules for organizing an expository text—in your response to a focus question (apply in science and social science)
<u>Word Patterns and Grammar</u>	<input type="checkbox"/> Make root word guide—how prefixes and suffixes change the meaning of words.	<input type="checkbox"/> Continue root word guide.

Fifth Grade: First Quarter Learning Priorities Week 9

	Week of October 29 Comprehensive Assessment
Literature Genre	_ folk tale _ tall tale _ fable _ fantasy _ poem _ myth __mystery _ realistic fiction __play
<u>Reading Literature</u> CCSSR5.6—mood and tone LITERATURE TERMS: MOOD, TONE; PERSPECTIVE	Comprehensive Assessment <input type="checkbox"/> Make list of ways the author 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
<u>Science</u> or <u>Social Science</u> CCSSRI5.5 LITERACY TERMS: SOURCES; perspective; evaluate; strength and relevance of evidence	Comprehensive Assessment <input type="checkbox"/> Explain the purpose of the different parts of the non-fiction text: how and why do the illustrations help you understand the topic? <input type="checkbox"/> Why did the writer organize the sections the way they are? <input type="checkbox"/> What else helps the writer accomplish the purpose to inform? <input type="checkbox"/> Use examples from a passage to explain how to read nonfiction. <input type="checkbox"/> How does the reader figure out what is important to learn from the text?
<u>Writing</u> Narrative CCSSW3	Comprehensive assessment: <input type="checkbox"/> Write a “writer’s guide” to writing a narrative. <input type="checkbox"/> Write journal (ongoing) —can apply to any subject—and SEL
<u>Word Patterns and Grammar</u>	<input type="checkbox"/> Make your own grammar guide—including the grammar rules and examples developed during the quarter.