**5th Grade**

FOURTH QUARTER LEARNING PRIORITIES

**NWEA Resources**

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

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.pdf)

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

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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) |

**Enrichment Resources—For After NWEA!**

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

**Learning Guides in Spanish and English**

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

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

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

**Connect Learning to Chicago**

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

             Activities and Texts to Learn about past and plan the future

             --Organized for the Chicago History Museum

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

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

**THE ART PLUS.**

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

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

       --Herbert Read

**Literacy Standards Emphasized this Quarter**

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| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. **Determine** a **theme** of a story, drama, or poem from details in the text, including how **characters** in a story or drama respond to challenges or how the speaker in a poem reflects upon a **topic**; **summarize** the text. | 2. **Determine** two or more **main ideas** of a text and **explain** how they are **supported** by **key details**; **summarize** the text. |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** **language** such as metaphors and similes. | 4. **Determine** the **meaning** of general academic and **domain-specific and phrases** in a text relevant to a grade 5 **topic** or subject area. |
| 5. **Explain** how a series of chapters, scenes, or stanzas fits together to provide the overall **structure** of a particular story, drama, or poem. | 5. **Compare** and **contrast** the overall **structure** (e.g., chronology, comparison, cause/effect, problem/solution) of **events**, **ideas**, **concepts**, or information in two or more texts. |
| 6. **Describe** how a **narrator’s** or speaker’s **point of view** influences how **events** are **described**. | 6. **Analyze** multiple accounts of the same **event** or **topic**, noting important **similarities and differences** in the **point of view** they represent. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. **Analyze** how **visual** and multimedia elements contribute to the meaning, **tone**, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | 7. Draw on information from multiple print or digital sources, demonstrating the ability to **locate** an answer to a question quickly or to solve a problem efficiently. |
| 8. (Not applicable to literature) | 8. **Explain** how an **author** uses **reasons** and **evidence** to **support** particular points in a text, identifying which **reasons** and **evidence** **support** which point(s). |
| 9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | 9. **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably. |

**Integrated Standards: Standard 1-- Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text—is applied in responding to questions and tasks based on all other reading standards. All reading competence development supports progress to standard 10--

*All the reading competence development is designed to reach standard 10:* By the end of the year, **read and comprehend** literature and informational text in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

**Writing:**

**Writing based on reading is Emphasized this Quarter in science and social science as well as in literature.**

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| ***RESEARCH TO BUILD KNOWLEDGE*** |
| * 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources. |
| * 8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information. |
| * 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:   \_\_a. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).  \_\_b. Apply *grade 5 reading standards* to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”). |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

[\_\_SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[\_\_SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

* [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

* [SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
* [SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) Adapt speech to a variety of contexts and tasks, using formal when appropriate to task and situation.

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science.

Math Practice Standards should be Emphasized this Quarter—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

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| Week of | **New Math** | **Math “Mix”—What to Revisit** |
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**Use the lists on the next pages to identify skills and knowledge your students need to complete**

**NWEA progress—**

**and next Grade Prep.**

**NWEA Math Priorities**

NWEA asks students to use a wide range of math skills.

**Determines probability** of an occurrence based on a simple experiment or frequency table—probability problems increase in complexity of data included in the analysis

**Geometry:** NWEA starts with basics

—identification of **shapes**, classification of **angles**

—then advances to problems of **size, including radius, diameter, area, and volume**, and problems that require them to

**compare and contrast geometric shapes**.

Students use coordinate geometry to figure out **distances.**

**Measurement** starts with basic kinds of measures such as elapsed time and moves to more complex levels, including conversion.

**Proportion** starts with simple fractions and moves to percentages, decimals, and conversion and use of fractions to solve problems.

**PROBLEM SOLVING**

**Solves real-world problems—complexity of the problem increases, including the number of steps required and the level of abstractness**

* Length, Distance, other spatial measures; Weight and mass
* Capacity
* Time
* Data from tables and graphs
* Proportion
* Measurement
* Data Analysis
* Prediction based on probability analysis
* Powers (advanced—grades 6-8)

**Algebra**

Missing elements (basic)

Patterns, sequences, functions, relationships

Expressions and equations of increasing complexity (advanced)

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

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|  | **NWEA INFORMATIONAL TEXT GENRES** |  | **NWEA LITERATURE GENRES** |
|  | reference material 221-230 |  | narrative 221-230 |
|  | persuasive 211-220 |  | autobiography 211-220 |
|  | true story 211-220 |  | *biography 211-220\** |
|  | book review 211-220 |  | folk tale 211-220 |
|  | journals and specialized periodicals 211-220 |  | poems 201-210 |
|  | persuasive 211-220 |  | folk tale 201-210 |
|  | personal writing 211-220 |  | fables 201-210 |
|  | advertisements 211-220 |  | myths 201-210 |
|  | textbook 211-220 |  | tall tale 201-210 |
|  | encyclopedia 201-210 |  | historical fiction 201-210 |
|  | thesaurus 201-210 |  | fantasy 191-200 |
|  | informational magazines 191-200 |  | story 191-200 |
|  | atlas 191-200 |  | poems 191-200 |
|  | encyclopedia 191-200 |  | fable 191-200 |
|  | weather reports 191-200 |  | memoir 191-200 |
|  | advertisements 191-200 |  | play 191-200 |
|  | informational magazines 181-190 |  | play 191-200 |
|  | dictionaries 181-190 |  | stories as "make-believe" 181-190 |
|  | informal notes 181-190 |  | story 181-190 |
|  | letters 181-190 |  | poems 181-190 |
|  | journal entry 181-190 |  | fairy tale 181-190 |
|  | lists 181-190 |  | fairy tale 171-180 |
|  | newspaper 171-180 |  | stories as "make-believe" 171-180 |
|  | dictionary 171-180 |  | stories that could happen 171-180 |
|  | lists 171-180 |  |  |
|  | thank you notes 161-170 and 171-180 |  |  |
|  | dictionary 161-170 |  |  |
|  | short informational passage describing events 161-170 |  |  |

Genre is only one part of text complexity.

As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.

**Check these punctuation and grammar points.**

Review them to ensure that students are ready for NWEA and the next grade.

* comma
* contraction
* sentence fragment
* apostrophe
* past tense, future tense
* possessive
* Chooses the correct prefix (re-)
* Chooses the correct prefix (un-)
* Chooses the correct suffix based on context (-er)
* Chooses the correct suffix based on context (-ful)
* Chooses the correct suffix based on context (-less)
* Chooses the correct suffix based on context (-y)
* hyphen
* plural
* quotation mark
* run-on sentence
* semicolon
* subject verb agreement
* verb phrase
* Recognizes multiple meanings of homographs
* Selects the correct definition of a suffix (-phobia)
* Selects the correct meaning of a prefix and root word;
* Selects the correct meaning of a word based on its prefix
* Selects the correct word when given the definition of the suffix
* Selects the correct word when given the definition of the suffix and root word
* Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning
* abbreviation
* clause
* interjection
* Chooses the correct word based on context and knowledge of a suffix (-ist)
* Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-, il-)

**Author’s Craft and Structure**

Ask students to identify/give examples of each of these author’s “tools” and explain how they help readers comprehend texts.

CCSSR5 (writer’s choices) and CCSSR6 (purpose)

Students should be able to interpret the writer’s use of these techniques to communicate the theme of a story or central idea of nonfiction.

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| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  hyperbole  idiom  imagery  irony  metaphor  mood  narrator  onomatopoeia  point of view  --first person  --third person  sensory detail  simile  suspense symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  point of view  repetition  rhyme  rhythm  satire  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  graph  headings  humor  illustrations  narrative  point of view  quotations  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**Nonfiction Text Features to Review to Prepare for NWEA and the Next Grade**

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| **Text Features** | **How do readers use it to learn about the topic?** |
| Title  Introduction | They help you figure out the topic. |
| Subtitles—headings  Table of Contents | They help you figure out the ideas of the parts.  They help you figure out the structure of the text. |
| Boldface words  Italicized words | They help you identify vocabulary important to understand the topic. |
| Graphs and Tables | They help you understand information about the topic. |
| Pictures and Captions | They help you understand information about the topic. |
| Index | It helps you find information in the text. |
| footnote | They provide an explanation of something in the text. |
| bibliography | The bibliography tells you what the author used to prepare the text. |
| guide words | They help the reader see what is important. |
| Glossary | Explains words that are important to understand the text. |
| Map | Shows where places are and what it there. |

**Fifth Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

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| **Literature Genre** | POETRY  [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) resources | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  read closely (1) to figure out how the writer develops a theme (2, 5), including choice of words | **How do you interpret a poem?**   * **Determine** a **theme** of a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) from details in the text, including how the speaker in reflects upon a **topic** | **How does a writer use craft to construct a story?**   * Identify, explain and illustrate the central message of a story. Analyze how the writer develops that theme with plot. Identify choices—including descriptive words—that help readers “see” the story. * How does the identity of the narrator affect the tone of the story? * Use NWEA Fiction terms-to identify techniques a writer uses. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI.5.2  Answer BIG questions to develop BIG ideas.  Use text features and author’s choice of examples to figure out nonfiction (CCSSR5) | *How do you learn when you read nonfiction?*   * *use information and ideas from a text to figure out main ideas—* * Use nonfiction reader’s questions to analyze text * What is the structure of the text? | *How do you use text features to learn when you read nonfiction?*  Adjust rate of reading to text complexity.   * Use nonfiction reader’s questions to analyze text— * What is the structure of the text? * Which reference works do you use—and how? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | Make a poetry glossary—kinds of figurative language and other techniques with examples. | Organize a root, prefix, suffix guide—start to make your own guide focusing on Latin and Greek roots. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | * Organize and write a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that communicates a theme—could be the same theme as a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) interpreted. | * Plan a story with a central message—or add to the story you analyzed. (Develops ability to analyze story structure and author’s techniques.) |

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

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| **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)  read closely (1) to figure out how the writer develops a theme (2, 5), including choice of words | * Identify, explain and illustrate the central message of a story. Analyze how the writer develops that theme with plot. Identify choices—including descriptive words—that help readers “see” the story. * How does the identity of the narrator affect the tone of the story?   Use NWEA Fiction terms-to identify techniques a writer uses. | * Identify, explain and illustrate the central message of a story. Analyze how the writer develops that theme with plot. Identify choices—including descriptive words—that help readers “see” the story. * How does the identity of the narrator affect the tone of the story?   Use NWEA Fiction terms-to identify techniques a writer uses. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSR2—central idea; CCSSR5—author’s techniques  CCSSR6—author’s purpose | *How do you use text features to learn when you read nonfiction?*  Adjust rate of reading to text complexity.   * Use nonfiction reader’s questions to analyze text— * What is the structure of the text? * What is the author’s purpose? * Which reference works do you use—and how? | *How do you use text features to learn when you read nonfiction?*  Adjust rate of reading to text complexity.   * Use nonfiction reader’s questions to analyze text— * What is the structure of the text? * What is the author’s purpose? * Which reference works do you use—and how? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | * Use the NWEA punctuation and grammar list in front pages to make a list of examples. | Use the NWEA punctuation and grammar list in front pages to make a list of examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | * analyze a nonfiction text—what do you think the writer did to organize it? Then use the same process to start to organize your own nonfiction text. * [Writing](http://teacher.depaul.edu/html/Writing1.htm) guides | * Outline the report you will write. * List techniques you will use |

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

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL5.9. **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar **themes** and **topics**. | * Analyze a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) or story –explain how the writer communicates a theme. List examples of how the writer supports that theme. Quote from the text to provide examples. Compare to another poem or story. Compare techniques used. | * Compare/contrast stories or histories that communicate the same theme. First, identify the theme, then list what the writer includes to clarify the theme. List techniques the writer uses to communicate effectively.   CCSSRL5.9 |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSR2—central idea; CCSSR5—author’s techniques  CCSSR6—author’s purpose | *How do you use text features to learn when you read nonfiction?*  Adjust rate of reading to text complexity.   * Use nonfiction reader’s questions to analyze text— * What is the structure of the text? * What is the author’s purpose?   Which reference works do you use—and how? | *How do you use text features to learn when you read nonfiction?*  Adjust rate of reading to text complexity.   * Use nonfiction reader’s questions to analyze text— * What is the structure of the text? * What is the author’s purpose? * Which reference works do you use—and how? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | Make a guide to figuring out an unfamiliar word—with examples—using context, root words, suffixes, affixes | * Make a grammar guide—include contractions, possessives, other forms of words that are important to comprehension. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5—write with techniques  CCSSW5.8 Recall relevant information from experiences or gather relevant information from print and digital sources | Make a list of techniques that fiction authors use—with examples. | Make a list of techniques a nonfiction writer uses—with examples. |

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

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction | \_story \_ folk tale \_\_tall tale \_fable \_ fantasy \_poem \_myth \_\_mystery \_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL5.9. **Compare** and **contrast** stories in the same genre on their approaches to similar **themes** and **topics**. | * Compare and contrast two stories or a story and a poem. Analyze how each writer’s choices and strategies help the reader to figure out the theme. | * Figure out what you think a writer thinks about before writing a story--   Analyze two stories you have already read—what choices did the writers make? |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source \_primary source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source  \_\_primary source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI5.9 **Integrate** information from several texts on the same **topic** in order to write or speak about the subject knowledgeably.  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | * *Choose a topic and ask a big question about it.* * Research to learn about the topic. * Collect information to present in a report or display.   (May be a collaborative activity.) | * *Prepare your presentation/report.* * *How will you support it in your booklet or exhibit?* |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | Make a guide to figuring out an unfamiliar word—with examples—using context, root words, suffixes, affixes | * Make your own thesaurus—words that relate to progress—and other positive words—students choose words then list relevant terms. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | * Identify the features that a nonfiction writer uses to support a position. | * Write the report or create the exhibit. |

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

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| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**  Synthesis  CCSSRL5.5 and 5.6 | * Reading recommendation—write a synopsis of the book/story/[poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) and tell why you recommend it. Include information about the way the writer communicates ideas, why the topic or theme is relevant. |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  **Synthesize**  CCSSRI5.7 | * students write about a career they want to have based on science learning this year. * The future: Students write/draw/diagram/map a kind of progress they want for the United States in the future. * Content Learning Bank: students organize important ideas and information they learned this year, sorted by topic. Can include illustrations. These can be presented to current fourth graders. |
| **FLUENCY**  \_\_rate  \_\_comprehension \_\_expression  \_\_diction | This week’s read-aloud: |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.5.4 structure | * Words about change. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *Apply writing skills to communicate ideas.* | * My biography—progress I have made this year. |