**5th Grade**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES



**For resources to support learning progress, go to**

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

**Links to specific resources are embedded in the following pages.**

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

**at DePaul University**

**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)

**Activities to Develop Comprehensive   
Reading/Thinking\Writing Competence**

* **Expand**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)
* [**Writing Guides**](http://teacher.depaul.edu/html/Writing1.htm)
* [**Primary Guides**](http://teacher.depaul.edu/PrimaryLiteracyResources.html)
* [**Common Core Standards**](http://teacher.depaul.edu/CommonCoreStandards.html)**Charts**
* [**Common Core Posters**](http://teacher.depaul.edu/CommonCorePosters.html)
* [**Nonfiction Learning Guide**](http://teacher.depaul.edu/Documents/NonfictionLearningGuide.pdf)

**Reading Texts and Guides**

* [**Fiction**](http://teacher.depaul.edu/Fiction.html)
* [**Nonfiction**](http://teacher.depaul.edu/Nonfiction.html)
* [**Poetry and Proverbs, Speeches and Songs**](http://teacher.depaul.edu/PoetrySpeechesSongs.html)

**CONNECT SEL and LITERACY**

[***Incorporate SEL***](http://teacher.depaul.edu/Documents/IncorporateSELfromtheStart.pdf)[**Exemplary Trait/EmotionsChart**](http://teacher.depaul.edu/Documents/Ms.BrunettaWashingtonclarifiescharactertraitsvsemotions.pdf)

***Teaching/Learning Resources***

* [*Develop Thinking Across the Curriculum*](http://teacher.depaul.edu/Documents/developthinkingcrossthecurriculum.pdf)
* Online Resources to [Strengthen Math](http://teacher.depaul.edu/Documents/OnlineResourcesStrengthenMathUpdated2-2-18.pdf)
* [*Strengthen Science Learning*](http://teacher.depaul.edu/Documents/StrengthenScienceLearning.pdf)

**MATH MIX: New and Continuing PRIORITIES**

Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; science; social science--*Integrating math into science and social science makes math more meaningful.*

***The two-day Weeks of November are an ideal time for a comprehensive math mixer—students participate in a “math bowl” or make and exchange math problems or make their own math posters to clarify the math they have learned—as a thank you to their teacher!***

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

\_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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

***STRATEGIES* ENABLE READERS TO USE SKILLS Choose week(s) to emphasize each strategy.**

Numbers in parentheses indicate applied Common Core reading standards.

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| **Strategy** | **Week** | **EVERY week!** |
| Preview a passage. (R1 and R5) |  |  |
| Establish a purpose for reading. (RF4) |  |  |
| Skim a text to see major visual patterns—see how the pages are organized. (R5) |  |  |
| Identify structure of text—how did the author organize it? (R2 and R5) |  |  |
| Use index, glossary, table of contents. (R1 and W7) |  |  |
| Adjust reading rate to level of text difficulty (R1 and R2) |  |  |
| Ask questions during reading; annotate text to identify relevant ideas and information as well as questions to consider (R1 and R2) |  |  |
| Use word structure, context, and (if available) glossary to determine meanings of academic vocabulary. (RF3 and R4) |  |  |
| Take Notes as you read—stop to list what’s important (R1 and R2) |  |  |
| Identify important ideas —then revisit the text to find examples that support them. (R2 and R1) |  |  |
| Locate information related to a question (R1 and W7) |  |  |
| Summarize—list, then summarize important ideas and information (R2) |  |  |
| Infer word meaning with evidence—support your answer with information (R1 and 4) |  |  |
| Look for important ideas—stop after a section and figure out what’s important. (R2) |  |  |
| Re-read to clarify ideas. (R1 and R2) |  |  |
| Paraphrase—restate the author’s main points. (R2) |  |  |
| Use graphic organizers—“web”, Venn, cause-effect, other ways to analyze relationships in a text. (R2 and R3) |  |  |
| Analyze relationship between author’s purpose (R6) and choices of content. (R5) |  |  |
| Use headings, structure of text to locate information. (R5) |  |  |
| Combine information and ideas from different texts or other sources. (R7) |  |  |
| Contrast two different texts on the same topic in terms of purpose and content included to accomplish it. (R6, R9) |  |  |
| Evaluate the strength of evidence to support a claim/position (R2, R5 and R8) |  |  |

**Activities during the quarter should include the development of communication competencies that cross the literacy standards:**

* Discussion with focusing question and relevant responses
* Listening with focus
* Collaboration to develop response to issue or question
* Presentation based on research and analysis
* Debate based on logical analysis of issue
* Dramatization of literature and history
* Expressive reading of poetry and speeches
* Visual representation of learning

**The literature and nonfiction reading priorities integrate writing to respond to texts.**

The writing tasks included this quarter require students to read at comprehensive and thoughtful levels so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

**Common Core Fifth Grade Literacy Standards Emphasized**

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

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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. |
| 3. **Compare** and **contrast** two or more **characters**, **settings**, or **events** in a story or drama, drawing on **specific details** in the text (e.g., how **character**s interact). | 3. **Explain** the **relationships** or interactions between two or more individuals, **events**, **ideas**, or **concepts** in a historical, scientific, or technical text **based on specific information** in the text. |
| **CRAFT AND STRUCTURE** | **CRAFT AND STRUCTURE** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including **figurative** **language** such as metaphors and similes. | 4. **Determine** the **meaning** of general academic and **domain-specific and phrases** in a text relevant to a grade 5 **topic** or subject area. |
| 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. |
| 9. Compare and contrast stories in the same genre 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. |
| Note: Standard 8 does not apply to fiction or poetry or drama. | 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). |

*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**.

*Literature vocabulary listed for each two-week sequence should be incorporated in demonstrations and guided reading. Writing is integrated into reading so that students revisit texts to respond to questions and tasks.* The writing tasks included this quarter require students to read at the comprehensive and thoughtful levels so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

***Each week integrates writing in response to fiction and nonfiction.***

***Nonfiction reading competencies*** *are developed each week in* ***science and social science****.*

**5th Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**LITERATURE**

*Weeks 10-11 are combined—week 10 includes few instructional days.*

*Week 12 includes only 2 instructional days.*

|  | **Weeks 10-11** | **Week 12** |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  **CCSSRL5.2 infer theme**  **CCSSRL5.3 analyze character, plot**  **How did the writer help you understand that CCSSRL5.5** | Analyze plot to infer theme.   * What choices do characters make, what problems do they face, how do they resolve them? How does the narrator help explain what happens? * Analyze: How did the writer “build” the story with parts of the plot? * How does the writer use plot to communicate the theme?   Explain how you draw those conclusions.   |  |  |  | | --- | --- | --- | | Question | Answer | evidence | |  |  |  | | Analyze a story or poem relating to values—can relate to Thanksgiving. |
| **Literature Terms (**CCSCSR4) | author, plot, character, evidence, motive, feelings | * values, feelings, emotions |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Narrative (CCSSW3) | * Write the journal of a character explaining feelings about an event in a story. | Write poem, song, or story that communicates a value--or add a stanza to a poem or song. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: adjectives | *Identify adjectives in this week’s reading.* | * Identify adjectives in the story or poem. |
| Writing conventions | *Improve the journal entry by adding adjectives.* | Improve the poem/song/story you write by adding adjectives. |

**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)  [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) |

**5th Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

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| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and Social Science**  **READ TO LEARN/**  **LEARN TO READ**  CCSSRI5.2 summarize/analyze ideas  CCSSRI5.3—use structure of the text to identify ideas and their relationship to the central idea | ***Teacher sets FOCUS question.***  ***Students***   * *Read a text* * *Use text features to identify important ideas.* * *For each idea cite one supporting detail/example from the text.* * *Figure out the central idea of the text—the idea that the main ideas support.* | *Students work independently or with a partner:*  *Choose a topic you have learned about.*  *Decide what an important idea is.*  *Outline a presentation in which you support that idea with examples you learned.* |
| Academic Vocabulary (CCSSR4) | * Students make glossary of important content words about the topic. * Students use these terms to discuss the text.   Topic  Main ideas  Examples  Details  Text Feature | * Students make glossary of important content words about the topic. * Students make glossary for their topic. |
|  | * Week 10--List ideas and information you will include in a response to the Focus Question. * Week 11—write the response to the Focus question. | * Students write captions and summary paragraph. |

The writing tasks included this quarter require students to read at comprehensive and thoughtful levels so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

**5th Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**LITERATURE**

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  6. Distinguish their own **point of view** from that of the **narrator** or those of the **characters**. | Analyze the role of the narrator.   * **Identify the narrator** * Infer the narrator’s point of view. * Compare and contrast the narrator’s point of view with that of a character. | Analyze the role of the narrator.   * **Identify the narrator** * Infer the narrator’s point of view.   Compare and contrast the narrator’s point of view with that of a character. |
| **Literature Terms** (CCSCSR4) | narrator, point of view | * narrator, point of view |
| **Integrate** [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  **Analytic—CCSSW2** | * Constructed response: How is the narrator’s point of view different from or like your own point of view about the story? | Constructed response: How is the narrator’s point of view different from or like the point of view of the central character? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  **focus: pronouns** | * Identify several pronouns used in the text. * Identify the antecedent for each one. | * Identify several pronouns used in the text. * Identify the antecedent for each one. |
| **Writing conventions** | Write two sentences about characters the story. In the first sentence, use the character’s name. In the second sentence, use a pronoun. | Write two sentences about characters the story. In the first sentence, use the character’s name. In the second sentence, use a pronoun. |

**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)  [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) |

**5th Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

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| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html) and Social Science  READ TO LEARN/  LEARN TO READ  CCSSRI5.2 summarize/analyze ideas  CCSSRI5.3—use structure of the text to identify ideas and their relationship to the central idea | **Teacher sets FOCUS question.**  **Students**   * Read a text * Use text features to identify important ideas. * For each idea cite one supporting detail/example from the text. * Figure out the central idea of the text—the idea that the main ideas support. | Teacher continues FOCUS question.  Students   * Read a different source—can be a video or another source. * Identify important ideas. * Figure out the central idea. * Make a diagram based on the source.   Central Idea  Supporting Ideas  fact fact fact |
| Academic Vocabulary (CCSSR4) | * Students make glossary of important content words about the topic. * Students use these terms to discuss the text.   Topic  Main ideas  Examples  Details  Text Feature | * Students make glossary of important content words about the topic. * Students use these terms to discuss the topic and sources.   Topic  Central idea  Main ideas  Examples  Details |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  explanatory  Constructed Response | * List ideas and information you will include in a response to the Focus Question. | Compare and contrast the two sources.  How is the information they include different or alike? |

**Second Quarter, Weeks 15-16 Learning Priorities**

To provide for mid-quarter assessment and response, weeks 15-16 are combined.

**LITERATURE**

|  | **Include assessment of weeks 10-14 and response to identified needs.** |
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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir |
| [Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Analyze writer’s choice of words. (CCSSR4 and 5) | Analyze the words the writer uses to communicate feelings, create mood, and emphasize ideas.   * Students choose a poem or story that they like from the previous readings or from a collection of poetry and songs you introduce this week. * Students analyze the choices of words the author uses to communicate feelings and ideas—including imagery, similes, metaphors, other kinds of techniques. * Students write the next stanza of a poem or their own poem based on the mentor text, using the techniques the author used. Or students write the next part of the story, using techniques they have identified in the story. |
| Literature Terms (CCSCSR4) | Image, figurative language, communicate, emphasis, poetry, rhyme, rhythm, alliteration, stanza |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW1  opinion | * Student writes to explain opinion about the poems selected—can comment on the one selected by the student and on texts recommended by other students. Basis for opinion should include the author’s choice of words to communicate feelings, create mood, other effects of the choice of words. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: adjectives | Identify adjectives used in the selected texts.  Explain the ways they help the reader understand the ideas and  feelings.  Make your own prefix-suffix example list—  Inter de- mis- re- in- dis tri – pre- il- re- un-  --ist -less -phophia -ness –er -ful –y |
| Writing conventions | Make their own punctuation guide with examples and explanation of how writers use the punctuation to make ideas clear.  They can use this online resource **Poet's Punctuation Guide.** |

**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)  [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) |

**5th Grade: Second Quarter, Weeks 15 - 16 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

|  | **Include assessment of weeks 10-14 and response to identified needs.** |
| --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  READ TO LEARN/  LEARN TO READ  CCSSRI5.7 integrate information and ideas from different sources | Students collaborate to synthesize ideas and information about a topic.   * Choose a topic you think is important from the first semester. * Collect ideas and information from the texts you read. * Organize the information for a presentation or booklet or display. Use one of these structures:   description sequence  Use a “mentor text” that has that structure to see how the writer uses it and the kinds of text features the writer uses. |
| Academic Vocabulary (CCSSR4) | structure of a text, sequence, description, title, heading, sub-heading |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 explanatory  or CCSSW3 narrative and  4--organize | Write the booklet or construct the display. |

The writing tasks included this quarter require students to read at comprehensive and thoughtful levels so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

**5th Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE**

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Comprehensive—includes standards 1 (read closely), 2 (summarize and figure out **themes,** 3 (analyze relationships and character development), | Compare and contrast two stories—preferably a myth or folktale. This can be a two-week genre study. Analyze how they are different in the kinds of settings, characters, other elements.  Then analyze how each communicates with the reader.   * How does a character change during a story? * How does that communicate the theme? * What choices does the writer make, what techniques does the writer use to influence the reader? Include tone, mood, narrator, imagery in your analysis. | Continue to compare and contrast two stories—preferably a myth or folktale.  Analyze how they are different in the kinds of settings, characters, other elements.  Then analyze how each communicates with the reader.   * How does a character change during a story? * How does that communicate the theme?   What choices does the writer make, what techniques does the writer use to influence the reader? Include tone, mood, narrator, imagery in your analysis. |
| Literature Terms (CCSCSR4) | character, trait, main characters, action, problem and solution, plot structure | * character, trait, main characters, action, problem and solution, plot structure |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  Analytic—CCSSW2 | * Organize ideas and information to compare and contrast the two stories. | Write constructed response: analyze the two stories. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  possessives | * Identify possessives in reading.   Write sentences with possessives | * Identify possessives in reading.   Write sentences with possessives |
| Writing conventions | Identify use of pronouns in text, list pronoun and antecedent. Then write examples of pronoun and antecedent. | Identify use of pronouns in text, list pronoun and antecedent. Then write examples of pronoun and antecedent. |

**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)  [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) |

**5th Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

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| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **READ to LEARN/**  **LEARN to READ**  CCSSRI5.2 summarize/analyze ideas  CCSSRI5.3—use structure of the text to identify ideas and their relationship to the central idea | *Teacher sets FOCUS question.*  *Students analyze a text to locate relevant ideas and information to include in a response.*  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas * Explain how the writer develops the idea with the sequence of events (history) or relationships (science). | ***Focus question continues as students analyze another source,***  ***A second text or a VIDEO***  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas   *Compare and contrast the two sources.*  *How is the information they include different or alike?*  *Which ideas are in both sources? Which ideas are only in one source?* |
| Academic Vocabulary (CCSSR4) | * *Students make glossary of important content words about the topic.* * *Students use these terms to discuss the text.*   *Central Idea*  *Main Ideas*  *Important Details*  *Text Features* | * ***Students make glossary of important content words about the topic.*** |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Analytic/explanatory  Constructed Response | * *List ideas and information that you will include in a response to the Focus Question.* | *Use information and ideas from both sources to respond to the FOCUS question.* |

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

**5th Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_memoir \_\_speech | Select relevant genres. |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.5.1  Analyze, infer with evidence  5.2 infer theme  5.5 Analyze structure and techniques  5.6 analyze purpose  9. Compare and contrast stories in the same genre on their approaches to similar themes and topics. | Compare and contrast two texts with the same theme. Can be a speech or other genre. Can be a two-week analysis beginning with one text this week, continuing with second text next week. May focus on a speech by Dr. Martin Luther King. Could include a nonfiction text explaining the context and a speech or letter from Dr. King.   * Analyze what the author includes to accomplish purpose. * Identify ways the writer develops mood, tone, and uses voice to communicate the message . | Students analyze an unfamiliar text, explaining how the writer uses structure of the text and techniques to communicate the theme.  Students write **constructed response.**  Students exchange and improve each other’s **constructed responses.** |
| Literature Terms (CCSCSR4) | Technique, author, genre, purpose, effect, plus technique terms | Students make glossary of literary techniques with examples they cite or construct. **The following page lists techniques.** |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW4 | Write text analysis—how the writer communicated the message. | Students write guide to writing a constructed response. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: contractions | Identify contractions in readings.  Make a contractions chart:   |  |  | | --- | --- | | Contraction | Meaning | |  |  | | Students make their own grammar guides. |
| Writing conventions | Write sentences with contractions. | Students make examples and nonexamples of writing conventions. |

**Analyze Craft and Structure**

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

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

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| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  foreshadowing  idiom  imagery  irony  metaphor  mood  narrator   * first person * second person * third person * omniscient   point of view  sensory detail  simile  story within a story  suspense  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 | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  figurative language  graph  headings  illustrations  imagery  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 * conflict * conflict resolution * context details * dialogue * mood * quotations |

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| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  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). | ***Analyze a video or a Speech***   * Analyze a video—identify the kinds of examples it uses to communicate ideas. * Identify opinion(s) in the video. * Identify a claim in the video   Write a summary of the video  Claim  Support for the claim | ***Contrast a video and a text***  Compare and contrast a video and a text on the same topic.  IF students need to work more on analysis of claims you can focus on the research simulation.  If they have developed ability to analyze claims, then also ask them to analyze the kinds of examples the sources use to support claims. |
| Academic Vocabulary (CCSSR4) | * *Students make glossary of important content words about the topic.* * *Students use these terms to discuss the text.*   *Opinion, claim, perspective, point of view, visual* | ***Students make glossary of techniques and features of nonfiction with examples they cite or construct.*** |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Analytic/explanatory  Constructed Response | * *Evaluate the evidence the writer used to support the claim.*   *Links to guides for analyzing a claim are listed below this chart.* | *Students make guide to evaluating 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)