

# 5<sup>th</sup> Grade

## SECOND QUARTER LEARNING PRIORITIES

### Common Core Fifth Grade Literacy Standards Emphasized

| READING LITERATURE                                                                                                                                                                                                                                       | READING NONFICTION                                                                                                                                                                                         |
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| <i>KEY IDEAS AND DETAILS</i>                                                                                                                                                                                                                             | <i>KEY IDEAS AND DETAILS</i>                                                                                                                                                                               |
| 1. <b>Quote</b> accurately from a text when <b>explaining</b> what the text says explicitly and when <b>drawing inferences</b> from the text.                                                                                                            | 1. <b>Quote</b> accurately from a text when <b>explaining</b> what the text says explicitly and when <b>drawing inferences</b> from the text.                                                              |
| 2. <b>Determine</b> a <b>theme</b> of a story, drama, or poem from details in the text, including how <b>characters</b> in a story or drama respond to challenges or how the speaker in a poem reflects upon a <b>topic</b> ; <b>summarize</b> the text. | 2. <b>Determine</b> two or more <b>main ideas</b> of a text and <b>explain</b> how they are <b>supported by key details</b> ; <b>summarize</b> the text.                                                   |
| CRAFT AND STRUCTURE                                                                                                                                                                                                                                      | CRAFT AND STRUCTURE                                                                                                                                                                                        |
| 4. <b>Determine</b> the <b>meaning of words and phrases</b> as they are used in a text, including <b>figurative language</b> such as metaphors and similes.                                                                                              | 4. <b>Determine</b> the <b>meaning</b> of general academic and <b>domain-specific and phrases</b> in a text relevant to a grade 5 <b>topic</b> or subject area.                                            |
| 5. <b>Explain</b> how a series of chapters, scenes, or stanzas fits together to provide the overall <b>structure</b> of a particular story, drama, or poem.                                                                                              | 5. <b>Compare</b> and <b>contrast</b> the overall <b>structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of <b>events, ideas, concepts</b> , or information in two or more texts. |
| <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>                                                                                                                                                                                                                | <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>                                                                                                                                                                  |
| 9. <b>Compare</b> and <b>contrast</b> stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar <b>themes</b> and <b>topics</b> .                                                                                 | 9. <b>Integrate</b> information from several texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.                                                                    |

### Writing: CCSSW5.3 -- EXPLANATORY (CPS Framework Assessment Specification)

2. Write informative/explanatory/informational texts to examine a Topic and BIG Question: convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

*Explanatory writing aligns with reading standard 7—integrate from different sources; and writing standard 7—research to understand a topic.*

## Fifth Grade: Second Quarter Learning Priorities Weeks 11-12

|                                                                                                                                                                   | Week 11 Include response to REACH assessment                                                                                                                                                                                                                                                             | Week 12                                                                                                                                                                                                                                                                                |
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| <b>Reading Literature</b><br>CCSSRL.5.1<br>Analyze, Infer with evidence<br><b>Analyze Author's choices and how they communicate the theme. (CCSSR5, 3, and 2)</b> | How does a character change during a story?<br>How does that communicate the theme?<br>What choices does the writer make, what techniques does the writer use to influence the reader?                                                                                                                   | How does a character change during a story?<br>How does that communicate the theme?<br>What choices does the writer make, what techniques does the writer use to influence the reader?                                                                                                 |
| <b>Science</b><br>CCSSRI5.2 central idea, main ideas                                                                                                              | <i>TOPIC AND BIG QUESTION:</i><br><i>Use headings to locate information relevant to the question.</i><br><i>Take notes in response to the question—paraphrase, note page number/section.</i><br><b>Summarize</b> —identify the central idea and main ideas that develop it (see PARCC)                   | <i>TOPIC AND BIG QUESTION:</i><br><i>Use headings to locate information relevant to the question.</i><br><i>Take notes in response to the question—paraphrase, note page number/section.</i><br><b>Summarize</b> —identify the central idea and main ideas that develop it (see PARCC) |
| <b>Social Science</b><br>CCSSRI.5.5<br>Analyze, infer writer's choices<br>CCSSRI5.2 summarize                                                                     | <i>TOPIC AND BIG QUESTION:</i><br><i>Use headings to locate information relevant to the question.</i><br><i>Take notes in response to the question—paraphrase, note page number/section.</i><br><b>Summarize</b> —identify the central idea and main ideas that develop it (see PARCC)                   | <i>TOPIC AND BIG QUESTION:</i><br><i>Use headings to locate information relevant to the question.</i><br><i>Take notes in response to the question—paraphrase, note page number/section.</i><br><b>Summarize</b> —identify the central idea and main ideas that develop it (see PARCC) |
| <b>Fluency</b><br>Rate, comprehension, expression, diction                                                                                                        | This week's read-aloud:                                                                                                                                                                                                                                                                                  | This week's read-aloud:                                                                                                                                                                                                                                                                |
| <b>Word Knowledge</b><br>CCSSRI.5.4<br>Analyze word structures and usage<br>Infer from context                                                                    | Identify, use <b>prefixes</b>                                                                                                                                                                                                                                                                            | Identify and use <b>suffixes</b>                                                                                                                                                                                                                                                       |
| <b>Writing</b><br>Explanatory/informational                                                                                                                       | Outline essay or report with clear focus—a central idea and main ideas that develop it, listing examples to support each idea (See PARCC reading questions—writing to clarify such a report parallels the process the writer uses to construct nonfiction, will help students analyze nonfiction texts.) | Write essay or report (based on prior week outline) with examples to support the ideas.                                                                                                                                                                                                |
| <b>MATH</b><br>Practice Standard 1: analyze problem, then solve it<br>6 work with precision                                                                       | This week's focus:<br><br>Math Journal<br>Short response                                                                                                                                                                                                                                                 | This week's focus:<br><br>Math Journal<br>Short Response                                                                                                                                                                                                                               |

## Fifth Grade: Second Quarter Learning Priorities Weeks 13-14

|                                                                                                                                                                          | Week 13                                                                                                                                                                                                            | Week 14                                                                                                                                                                                                                                                                                                                                                                            |      |         |                         |  |  |  |
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| <b>Reading Literature</b><br>CCSSRL.5.1<br>ANALYZE, INFER, draw conclusions with evidence<br><br>CCSSRL5.2 theme<br><br>5.5 and 5.6—purpose and techniques of the author | Analyze how a character's choices and development help communicate the theme of a story.<br><br>Identify ways the writer develops mood, tone, and uses voice to communicate the message of a story.                | Interpret a <b>poem</b><br>Interpret author's choices, techniques, and how they help communicate the theme<br><br><b>Summarize</b> what the differences are between:<br>• <b>Poem</b><br>• <b>Story</b><br>• <b>Nonfiction/informational text</b><br>How do the writers of poetry accomplish their purpose?<br>How do the writers of nonfiction passages accomplish their purpose? |      |         |                         |  |  |  |
| <b>Science</b><br>CCSSRI.4.1<br>Read closely, analyze<br>CCSSRI.9—integrate information from different sources.                                                          | <i>TOPIC AND BIG QUESTION:</i><br><br>Integrate information and ideas from two different sources to respond to the big question. (See PARCC samples for examples)                                                  | <i>TOPIC AND BIG QUESTION:</i><br><br>Integrate information and ideas from two different sources to respond to the big question. (See PARCC samples for examples)                                                                                                                                                                                                                  |      |         |                         |  |  |  |
| <b>Social Science</b><br>CCSSRI.4.1<br>Read closely, analyze<br>CCSSRI.9—integrate information from different sources.                                                   | <i>TOPIC AND BIG QUESTION:</i><br><br>Integrate information and ideas from two different sources to respond to the big question. (See PARCC samples for examples)                                                  | <i>TOPIC AND BIG QUESTION:</i><br><br>Integrate information and ideas from two different sources to respond to the big question. (See PARCC samples for examples)                                                                                                                                                                                                                  |      |         |                         |  |  |  |
| <b>Fluency</b><br>Rate, comprehension, expression, diction                                                                                                               | This week's read-aloud:                                                                                                                                                                                            | This week's read-aloud:                                                                                                                                                                                                                                                                                                                                                            |      |         |                         |  |  |  |
| <b>Word Knowledge</b><br>CCSSRI.5.4 word structure<br>Infer from context                                                                                                 | Identify and use <b>prefixes</b> and <b>suffixes</b><br>Identify, explain how <b>prefixes</b> and <b>suffixes</b> affect word meaning                                                                              | Analyze <b>Figurative language</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Word</td><td style="width: 33%;">Meaning</td><td style="width: 33%;">Meaning in this context</td></tr> <tr> <td> </td><td> </td><td> </td></tr> </table>                                                                                     | Word | Meaning | Meaning in this context |  |  |  |
| Word                                                                                                                                                                     | Meaning                                                                                                                                                                                                            | Meaning in this context                                                                                                                                                                                                                                                                                                                                                            |      |         |                         |  |  |  |
|                                                                                                                                                                          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |      |         |                         |  |  |  |
| <b>Writing</b><br>explanatory/informational                                                                                                                              | Outline essay or report emphasizing central idea and supporting ideas and examples.<br>Revise the essay OUTLINE—students should take time to think through how clearly they have supported a claim or explanation. | Write essay or report with focus, support, clear introduction and conclusion based on previous week's outline.                                                                                                                                                                                                                                                                     |      |         |                         |  |  |  |
| <b>MATH</b><br>Practice Standard 1: analyze problem, then solve it<br>6. work with precision                                                                             | This week's focus:<br>Math Journal<br>Short response                                                                                                                                                               | This week's focus:<br>Math Journal<br>Short Response                                                                                                                                                                                                                                                                                                                               |      |         |                         |  |  |  |

## Fifth Grade: Second Quarter Learning Priorities Weeks 15-16

|                                                                                                                                                           | Week 15                                                                                                                                                                                                        | Week 16                                                                                                                                                                                                                                                                                                                                                                    |        |  |            |  |  |  |
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| <b>Reading Literature</b><br>CCSSRL.5.1<br>Analyze, infer with evidence<br>5.2 infer theme<br>5.5 Analyze structure and techniques<br>5.6 analyze purpose | <b>Analyze clearly</b><br>Infer the purpose of the passage—to teach a lesson or to persuade or another purpose.<br>Analyze why the author includes details, events, and characters to accomplish that purpose. | <b>Analyze clearly</b><br>Identify the <b>theme</b> of a story—and analyze how the writer communicates it. What lesson or moral does the story tell you, and how and why do you <b>infer</b> that?<br><br>Theme: _____<br>How the writer communicates it. <table><tr><td>events</td><td></td></tr><tr><td>characters</td><td></td></tr><tr><td></td><td></td></tr></table> | events |  | characters |  |  |  |
| events                                                                                                                                                    |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                            |        |  |            |  |  |  |
| characters                                                                                                                                                |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                            |        |  |            |  |  |  |
|                                                                                                                                                           |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                            |        |  |            |  |  |  |
| <b>Science</b><br>CCSSRI.4.1<br>Read closely, analyze<br>CCSSR9—integrate information from different sources.                                             | <i>TOPIC AND BIG QUESTION:</i><br><br><b>Integrate information and ideas from two different sources to respond to the big question.</b>                                                                        | <i>TOPIC AND BIG QUESTION:</i><br><br><b>Integrate information and ideas from two different sources to respond to the big question</b>                                                                                                                                                                                                                                     |        |  |            |  |  |  |
| <b>Social Science</b><br>CCSSRI.4.1<br>Read closely, analyze<br>CCSSR9—integrate information from different sources.                                      | <i>TOPIC AND BIG QUESTION:</i><br><br><b>Integrate information and ideas from two different sources to respond to the big question</b>                                                                         | <i>TOPIC AND BIG QUESTION:</i><br><br><b>Integrate information and ideas from two different sources to respond to the big question</b>                                                                                                                                                                                                                                     |        |  |            |  |  |  |
| <b>Fluency</b><br>Rate, comprehension, expression, diction                                                                                                | This week’s read-aloud:                                                                                                                                                                                        | This week’s read-aloud:                                                                                                                                                                                                                                                                                                                                                    |        |  |            |  |  |  |
| <b>Word Knowledge</b><br>CCSSRI.5.4 structure; infer from context                                                                                         | Identify compound words in reading, make a compound word list                                                                                                                                                  | Identify contractions in reading.                                                                                                                                                                                                                                                                                                                                          |        |  |            |  |  |  |
| <b>Writing</b><br><i>explanatory/informational</i>                                                                                                        | Outline then write constructed response emphasizing ideas and support.                                                                                                                                         | Improve constructed response—instead of writing a new one, improve the one from previous week—for clarity and support with text-based evidence.                                                                                                                                                                                                                            |        |  |            |  |  |  |
| <b>MATH</b><br>Practice Standard 1: analyze problem, then solve it<br>6 work with precision                                                               | This week’s focus:<br><br>Math Journal<br>Short response                                                                                                                                                       | This week’s focus:<br><br>Math Journal<br>Short Response                                                                                                                                                                                                                                                                                                                   |        |  |            |  |  |  |

## Fifth Grade: Second Quarter Learning Priorities Weeks 17-18

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| <b>Reading Literature</b><br>CCSSRI.5.1<br>Analyze, infer with evidence<br><br>5.5 and 5.6—author’s purpose and techniques | <b>Analyze questions, respond thoughtfully</b><br>Identify kinds of questions:<br>Analytic; <b>inferential</b><br>Then identify the skill needed to answer as you<br>Ask/answer analytic questions<br><br>Then ask/answer <b>inferential</b> questions<br><br><b>Analyze how the author includes examples, information, and uses words to accomplish the purpose.</b> | <b>Analyze questions, respond thoughtfully</b><br>Decide which details are important to:<br>Understanding a character<br>The development of the plot<br>Figuring out the author’s techniques.<br><br>Justify the basis for response to multiple choice question.<br><br>Write <b>extended response</b> . First, list the information that is important to support your idea in the response. |
| <b>Science</b><br>CCSSRI.4.1<br>Read closely, analyze<br>CCSSRI.9—integrate information from different sources.            | <b>TOPIC AND BIG QUESTION:</b><br>Integrate information and ideas from 3 different sources to respond to the big question—research a topic then respond—reading to learn, synthesizing to clarify learning.                                                                                                                                                           | <b>TOPIC AND BIG QUESTION:</b><br>Integrate information and ideas from 3 different sources to respond to the big question—research a topic then respond—reading to learn, synthesizing to clarify learning.                                                                                                                                                                                  |
| <b>Social Science</b><br>CCSSRI.4.1<br>Read closely, analyze<br>CCSSRI.9—integrate information from different sources.     | <b>TOPIC AND BIG QUESTION:</b><br>Integrate information and ideas from 3 different sources to respond to the big question—research a topic then respond—reading to learn, synthesizing to clarify learning.                                                                                                                                                           | <b>TOPIC AND BIG QUESTION:</b><br><br><b>Integrate information and ideas from 3 different sources to respond to the big question</b>                                                                                                                                                                                                                                                         |
| <b>Fluency</b><br>Rate, comprehension, expression, diction                                                                 | This week’s read-aloud:                                                                                                                                                                                                                                                                                                                                               | This week’s read-aloud:                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Word Knowledge</b><br>CCSSRI.5.4<br>Analyze word structure and use<br>Infer from context                                | Identify possessives in reading.                                                                                                                                                                                                                                                                                                                                      | Identify/use compound words.                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Writing</b><br><i>explanatory/informational</i>                                                                         | Outline essay or report, emphasis on focus, support                                                                                                                                                                                                                                                                                                                   | Write essay or report based on outline from prior week, emphasis on focus and support and transitions                                                                                                                                                                                                                                                                                        |
| <b>MATH</b><br>Practice Standard 1: analyze problem, then solve it<br>6. work with precision                               | This week’s focus:<br>Math Journal<br><i>Short Response</i>                                                                                                                                                                                                                                                                                                           | This week’s focus:<br>Math Journal<br>Short Response                                                                                                                                                                                                                                                                                                                                         |

## Fifth Grade: Second Quarter Learning Priorities Weeks 19-20

|                                                                                                                                                                                    | Week 19                                                                                                                                                                                                                                                      | Week 20                                                                                                                                                                                                       |
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| <b><u>Reading Literature</u></b><br>CCSSRL.5.2<br>Infer theme and support with evidence<br>Summarize<br><br><b>5.5 and 5.6 analyze purpose and techniques—the writer’s choices</b> | Analyze how the writer’s choices help you identify the theme of a story.<br><br>Clarify how an extended response relates to a constructed response.<br><br>Write an extended response, then improve it.                                                      | Write a guide to:<br>Figuring out what an <b>extended response</b> question is asking you to do<br>The steps you take to answer it<br><br>Then write an <b>extended response</b> based on an unfamiliar text. |
| <b><u>Science</u></b><br>CCSSR9—integrate information from different sources.                                                                                                      | <b>TOPIC AND BIG QUESTION:</b><br><br>Write constructed response to respond to it based on two or more passages. How do you research? Integrating information to respond to a big question is learning how to synthesize information from different sources. | Write guide to reading to learn science.                                                                                                                                                                      |
| <b><u>Social Science</u></b><br>CCSSR9—integrate information from different sources.                                                                                               | <b>TOPIC AND BIG QUESTION:</b><br><br>Write constructed response to respond to it based on two or more passages. How do you research? Integrating information to respond to a big question is learning how to synthesize information from different sources. | Write guide to reading to learn social studies.                                                                                                                                                               |
| <b><u>Fluency</u></b><br>Rate, comprehension, expression, diction                                                                                                                  | This week’s read-aloud:                                                                                                                                                                                                                                      | Explain and demonstrate how to read with expression and fluency.                                                                                                                                              |
| <b><u>Word Knowledge</u></b><br>CCSSRI.5.4<br>Infer from context                                                                                                                   | Explain with examples how to <b>infer</b> meaning of a word from context.                                                                                                                                                                                    | Make a guide to the word patterns you have studied this quarter, including examples.                                                                                                                          |
| <b><u>Writing</u></b><br><i>explanatory/informational</i>                                                                                                                          | Revise essay or report written prior week.                                                                                                                                                                                                                   | Make a guide to writing an essay or report.<br><b>Contrast</b> writing an essay or report and a story.                                                                                                        |
| <b>MATH</b><br>Practice Standard 1: analyze problem, then solve it<br>6. Work with precision                                                                                       | This week’s focus:<br><br>Math Journal<br>Short Response                                                                                                                                                                                                     | Make a math digest—the important math learned this quarter. Include examples.                                                                                                                                 |