

# 5<sup>th</sup> Grade

September & October

## Reading focus:

- Identifying the main idea of a nonfiction text
- Identifying details that support the main idea
- Summarizing
- Identifying the “text structure” used in nonfiction – How does the author explain the topic?
  - Problem-solution
  - Sequence or chronological order
  - Descriptive
  - Cause and effect
  - Compare & contrast
- Explaining “what happened and why” throughout a text (cause and effect)

## Writing focus:

- Informative writing (writing about nonfiction texts)

Reading Focus/guiding question: *How do readers use different text structures and main ideas to understand new information?*

## 5-Day ELA at home plan

(Repeat cycle, starting at day 1, for additional absences)

Day 1	<ul style="list-style-type: none"><li><input type="checkbox"/> Read a nonfiction or informational book for 30 minutes (Your own book, Clever, MyOn, NewsELA, or use articles on website)</li><li><input type="checkbox"/> Identify 4 new/unknown words. Use context clues, a glossary, or a dictionary to define each word. Draw a brief sketch to illustrate the word.</li></ul>
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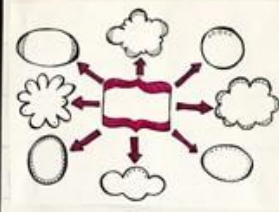
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Find the MAIN IDEA and at least 3 supporting details of the text. Complete a main idea organizer (below).</li> </ul>
Day 2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a nonfiction or informational book for 30 minutes (Your own book, Clever, MyOn, NewsELA, or use articles on website)</li> <li><input type="checkbox"/> Identify 4 new/unknown words. Use context clues, a glossary, or a dictionary to define each word. Draw a brief sketch to illustrate the word.</li> <li><input type="checkbox"/> Write a summary of what you read. Be sure your summary communicates the main idea and key details.</li> </ul>
Day 3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a nonfiction or informational book for 30 minutes (Your own book, Clever, MyOn, NewsELA, or use articles on website)</li> <li><input type="checkbox"/> Identify 4 new/unknown words. Use context clues, a glossary, or a dictionary to define each word. Draw a brief sketch to illustrate the word.</li> <li><input type="checkbox"/> Record examples of cause and effect in the text (organizer below)</li> </ul>
Day 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a nonfiction or informational book for 30 minutes (Your own book, Clever, MyOn, NewsELA, or use articles on website)</li> <li><input type="checkbox"/> Identify 4 new/unknown words. Use context clues, a glossary, or a dictionary to define each word. Draw a brief sketch to illustrate the word.</li> <li><input type="checkbox"/> Complete an organizer to find the main idea and supporting details of the text. Then, write a short summary of the text.</li> </ul>
Day 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a nonfiction or informational book for 30 minutes (Your own book, Clever, MyOn, NewsELA, or use articles on website)</li> <li><input type="checkbox"/> Identify 4 new/unknown words. Use context clues, a glossary, or a dictionary to define each word. Draw a brief sketch to illustrate the word.</li> </ul>

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|  | <ul style="list-style-type: none"><li data-bbox="433 195 1416 378">□ Complete a written response to the following prompt: <i>Write a 5-paragraph informative essay to teach your reader about the topic you are reading about. Include text evidence and your own ideas in your response.</i></li></ul> |
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# Nonfiction Text Structure

Description

Is this describing something?



- for instance
- for example
- another

Sequence

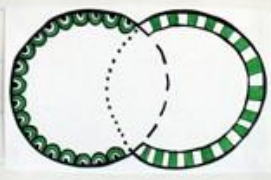
Is this telling me the order of events?



- Dates in order (1912, 1915, 1917)
- before
- after
- finally

Compare and Contrast

Is this explaining how things are alike and different?



- similar
- both
- also
- different
- however
- whereas

Problem and Solution

Is this telling how a problem was solved?



- problem
- solution
- solve
- dilemma

Cause and Effect

Is this explaining why something happened?

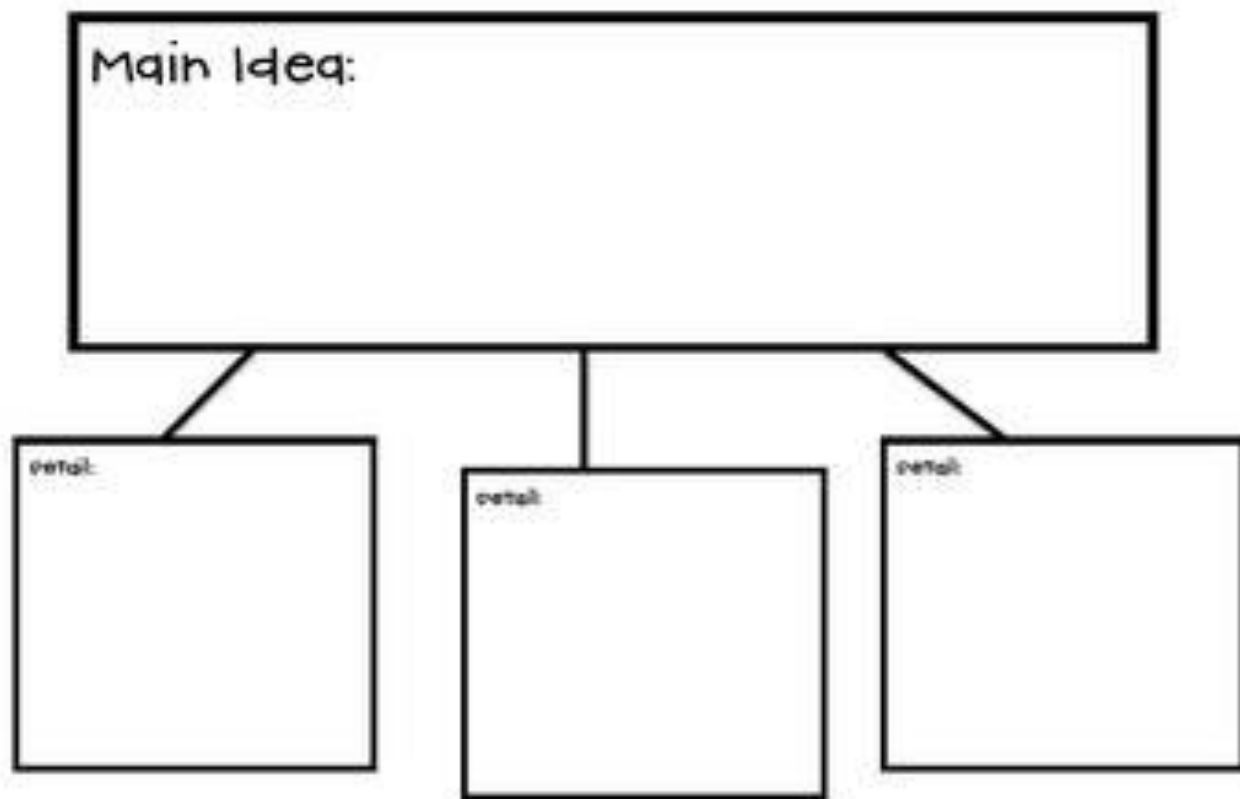


- because
- reason
- therefore
- as a result
- since
- consequently
- due to

\* Print organizers below, or draw them in a notebook/on a sheet of paper; Use with a nonfiction text of your choice or one of the 5<sup>th</sup> grade articles on the website

<b>New Word</b>	<b>Meaning</b>	<b>Sketch</b>

# Main Idea and Details



Cause (Why did it happen?)	Effect (What happened?)
Because of this...	...this happened

Name:

# Main Idea and Details

**Main Idea:**



**Detail:**

**Detail:**

**Detail:**

**Summary:**



<b>Title of Text</b>	<b>What is the Text Structure?</b>	<b>How do you know? (Evidence from the text)</b>