# Meteorology: Cool Women Who Weather Storms

Grade: 5 Language
CCSS.ELA-Literacy.L.5.3,4,4a,4b,4c,5,5c,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade: 5 Reading: Foundation Skills
CCSS.ELA-Literacy.RF.5.4,4a,4c

4 Read with sufficient accuracy and fluency to support comprehension.
4a Read grade-level text with purpose and understanding.
4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 5 Reading: Informational Text
CCSS.ELA-Literacy.RI.5.1,2,3,4,5,6,7,8,9,10

1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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 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.
4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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 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 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
10 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 4Ð5 text complexity band independently and proficiently.

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Grade: 5 Speaking & Listening
CCSS.ELA-Literacy.SL.5.1,1a,1c,1d,2,3,4,5,6

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 othersÕideas and expressing their own clearly.
1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.
5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Grade: 5 Writing
CCSS.ELA-Literacy.W.5.1,2,3,4,7,8,9,9b,10

1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing
types are defined in standards 1Ð3 above.)
7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
9b Apply grade 5 Reading standards to informational texts (e.g., ÒExplain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]Ó).
10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.