

# Yearlong Grade Level/Course Scope and Sequence

## 5<sup>th</sup> Grade ELA Scope & Sequence

	August-September	October	November	December	January	February	March	April	May - June
Reading Focus	<b>Unit 1: Interpretation Book Clubs: Analyzing Themes</b> (UOS Unit 1)  Skills: -Analyze Parts in relation to the whole -Analyze Author's Craft -Determine Themes -Compare/Contrast story elements and themes -Perspective of Characters	<b>Unit 1: Interpretation Book Clubs: Analyzing Themes</b> (UOS Unit 1)  Skills: -Analyze Parts in relation to the whole -Analyze Author's Craft -Determine Themes -Compare/Contrast story elements and themes -Perspective of Characters	<b>Unit 2: Tackling Complexity: Move Up Levels of Nonfiction</b> (UOS Unit 2)  Skills: -Main idea and details -Analyze Author's craft -Infer within text -Compare/Contrast multiple texts	<b>Unit 2: Tackling Complexity: Move Up Levels of Nonfiction</b> (UOS Unit 2)  Skills: -Main idea and details -Analyze Author's craft -Infer within text -Compare/Contrast multiple texts	<b>Unit 2: Tackling Complexity: Move Up Levels of Nonfiction</b> (UOS Unit 2)  Skills: -Main idea and details -Analyze Author's craft -Infer within text -Compare/Contrast multiple texts  <b>Unit 1: Bend 3</b> <b>(2 week max)</b> During testing time – short 2 week book club  Skills: -Theme -Craft	<b>Poetry</b>  Skills: - Poetry Elements (review/interpret) -Compare/contrast -Tone/Mood	<b>Test Prep – Two weeks before PSSAs</b>  Skills: -Review Close Reading -Review Comprehension Strategies -Review TDA Writing/Rubric -Review figurative language -Review Test taking strategies  <b>Unit 3: Argument and Advocacy: Researching Debatable Issues</b> (UOS Unit 3)  Skills: -Main Ideas and Details in order to summarize text -Parts in relation to whole -Perspective -Synthesize	<b>Test Prep – Two Weeks before PSSAs</b>  Skills: -Review Close Reading -Review Comprehension Strategies -Review TDA Writing/Rubric -Review figurative language -Review Test taking strategies  <b>Unit 3: Argument and Advocacy: Researching Debatable Issues</b> (UOS Unit 3)  Skills: -Main Ideas and Details in order to summarize text -Parts in relation to whole -Perspective -Synthesize	<b>Unit 4: Fantasy Book Club: The Magic of Themes and Symbols</b> (UOS Unit 4)  Skills: -Analyze parts in relation to the whole -Analyze Author's Craft -Determine more than one theme -Compare/Contrast story elements and themes
Writing Focus	<b>Unit 1: Narrative Craft</b> (UOS Unit 1)  Skills: -write narratives -orient the reader (establish situation & characters) -use descriptive language & dialogue -use paragraphs, transition words, conclusion -vary sentence structure -conventions	<b>Unit 1: Narrative Craft</b> (UOS Unit 1)  Skills: -write narratives -orient the reader (establish situation & characters) -use descriptive language & dialogue -use paragraphs, transition words, conclusion -vary sentence structure -conventions	<b>Unit 2: Lens of History: Research Reports</b> (UOS Unit 2)  Skills: -use information to teach about a subject -structure research -use craft techniques to explain a subject -conventions	<b>Unit 2: Lens of History: Research Reports</b> (UOS Unit 2)  Skills: -use information to teach about a subject -structure research -use craft techniques to explain a subject -conventions	<b>Unit 2: Lens of History: Research Reports</b> (UOS Unit 2)  Skills: -use information to teach about a subject -structure research -use craft techniques to explain a subject -conventions	<b>Unit 4: The Research Based Argument Essay</b> (UOS Unit 4)  Skills: -make a claim or thesis and support it with reasons –include evidence - use craft techniques to support claim -conventions	<b>Unit 4: The Research Based Argument Essay</b> (UOS Unit 4)  Skills: -make a claim or thesis and support it with reasons –include evidence - use craft techniques to support claim -conventions	<b>Unit 3: From Essay &amp; Narrative to Memoir</b> (UOS Unit 3)  Skills: -use information to teach about a subject -structure research -use craft techniques to explain a subject -conventions	<b>Unit 3: From Essay &amp; Narrative to Memoir</b> (UOS Unit 3)  Skills: -use information to teach about a subject -structure research -use craft techniques to explain a subject -conventions
Grammar/Word Work Focus  *Click here to view skills that should be introduced and developed in 5 <sup>th</sup> grade.	Yearlong - <ul style="list-style-type: none"> <li>Use and spell grade-appropriate spelling (M)</li> <li>Use grade-appropriate sentence formation (M)</li> </ul> ++++++ <ul style="list-style-type: none"> <li>Use commas to indicate a break (M)</li> <li>Use a comma before a coordinating conjunction in a compound sentence (M)</li> <li>Use a comma to separate an introductory element from the rest of a sentence (M)</li> </ul>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (1)	Use a comma to separate an introductory element from the rest of a sentence (M)  Use a comma to set off words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address (M)  Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ) (M)	Explain the function of phrases and clauses in specific sentences. (I)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (I)  Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (1)	Use underlining quotation marks, or italics to indicate titles of works (M)  Explain function of conjunctions, prepositions, and interjections in sentences (M)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (1)	Citing Sources: Block Quotations (I)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (1)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (1)

<p>Social Justice Standard Focus</p>	<p><b>Reading</b> Identity 4 Diversity 7, 8, 10 Justice 11, 12, 13 Action 16, 17, 18</p> <p><b>Writing</b> Action 16, 17</p>	<p><b>Reading</b> Identity 4 Diversity 7, 8, 10 Justice 11, 12, 13 Action 16, 17, 18</p> <p><b>Writing</b> Action 16, 17</p>	<p><b>Writing</b> Justice 11, 12, 13</p>	<p><b>Writing</b> Justice 11, 12, 13</p>	<p><b>Writing</b> Justice 11, 12, 13</p>	<p><b>Writing</b> Action 18, 19</p>	<p><b>Writing</b> Action 18, 19</p>	<p><b>Writing</b> Identity 4 Diversity 7, 8, 10 Justice 11, 12, 13 Action 16, 17, 18</p>	<p><b>Writing</b> Identity 4 Diversity 7, 8, 10 Justice 11, 12, 13 Action 16, 17, 18</p>
<p>Instructional Tech Focus</p>									