

**Grade 5
Scope and Sequence**

Time Frame	Units of Study Focus	Key Learning	Student Outcomes	Benchmark (At end of time frame)
September	Taking Charge of Your Reading Life	<ul style="list-style-type: none"> • Readers make resolutions to read stronger and longer. • Readers synthesize when we retell: We fit the important parts of a book together. • Readers are active; we awaken ourselves by reading compelling books. 	<ul style="list-style-type: none"> • I can make book recommendations • I can take part in an author study, reflecting knowledge of biographical information or response to one or more books by an author. • I can write notes to be used in later discussions or writing. 	S
October- November	The Power of Story	<ul style="list-style-type: none"> • Readers use mental pictures to help them envision the lives of characters. • Readers infer to create theories about characters. • Readers use precise language to describe characters and their actions. • Readers put themselves in the character's shoes to understand what the characters are thinking and feeling. • Readers try to consider a different character's beliefs, even if it is very different from our own. • 	<ul style="list-style-type: none"> • I can gather and understand details while listening to the text that will help in understanding characters, setting and problem. • I can identify and discuss the problem, the events in the story and problem resolution. 	S-T
December- January	History Lessons for Today's World	<ul style="list-style-type: none"> • Research is a process. • Researchers are experts on their topic. • Readers of narrative nonfiction apply what they know about fiction. • Readers use comprehension strategies, text features, and text structures to aid in the understanding of expository and narrative nonfiction. • Readers use a variety of skills to comprehend expository and narrative nonfiction text. 	<ul style="list-style-type: none"> • I can provide evidence from the text or from personal experience to support written statements about text. • I support my thinking beyond the text with evidence from the text. • I provide evidence of understanding complex plots with multiple events and characters in responses to reading and in-text summaries. 	S-T

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February-March	Moving from Fiction to Non-fiction Reading	<ul style="list-style-type: none"> • Readers understand stories are like our own lives; e.g. the characters in a story are like people we meet in life. • Biography readers learn a lot about history from studying the time, place and people’s behavior in a biography. • Biographies have their own patterns and reasons for being written. • Readers react and respond to text as they read. (i.e. take notes) 	<ul style="list-style-type: none"> • I can identify descriptive language in nonfiction texts. • I can identify sequence and time order in nonfiction texts. • I use text structures and features to compare and contrast within expository nonfiction. • I identify the cause and effect within a text to continue learning ways nonfiction text structures can help them comprehend and quickly locate information. • I use text structures and features to identify the problem and solution within a text. 	T
March-April	Studying the Character of Characters	<ul style="list-style-type: none"> • Readers study primary and secondary characters to learn the important ideas in a story. • Readers interpret an author’s use of language to help them understand the story. • Readers recognize the elements of various genres. 	<ul style="list-style-type: none"> • I use knowledge of genre to speak about the quality or characteristics of a text. • I can speak about the underlying message or theme of a story and include rationales and evidence from the text 	T-U
May	Patterns of Informational Texts	<ul style="list-style-type: none"> • Readers use a variety of strategies to understand the relationship of ideas within informational texts. • Readers identify the author’s point-of-view about topics and issues in informational text. • Readers use research to support their opinions. 	<ul style="list-style-type: none"> • I explore the different types of nonfiction texts. • I learn from reading nonfiction texts. • I can infer meanings of words using information that comes before and after the words in surrounding sentences. • I use “fix up” strategies to support comprehension when meaning breaks down. • I use nonfiction text features. 	T-U

