



## 5th Grade Scope and Sequence

Grading Period	First Grading Period	Second Grading Period	Third Grading Period	Fourth Grading Period	Throughout the School Year
<p><b>Topic Focus/Learning Targets (Connections and balance between reading and writing)</b></p>	<p><b>Reading: Fiction</b> Connections within a Text Understand Vocabulary using Context Clues, Dictionary, Glossary Story Elements such as <b>Plot and Foreshadowing</b> Roles and Functions of Characters</p> <p><b>Writing:</b> Entry Point descriptive paragraph short writing workshop of 3-4 weeks (portfolio 5th grade baseline)</p> <p><b>Personal Narrative with Story Elements-Plot with Conflict and Climax</b></p> <p>Composition Process, Revising-<b>Simple and Compound Sentence Construction</b>, Editing Mechanics</p> <p><b>Response to Literature (see Fig. 19 focus and use Book Whisperer or other choice list should include summary...)</b></p>	<p><b>Reading: Nonfiction</b> Elements of Informational Organizational Patterns (<b>list types in unit plan</b>) Main Idea/Supporting Details Text Features &amp; Graphics Summarization (Fig 19 E) <b>Connecting Across Texts and Genres Fig. 19 F</b> (Poetry) <b>Elements of Poetry-Sensory Details and Figurative Language, 3rd Person Point of View Inferencing (Author's Purpose) Fig. 19D</b></p> <p><b>Writing:</b> Poem (not full process) AND Informational (may cont) <b>Composition based on a person or place significant in US history - Full Process,</b> Revising-Transitions, Editing-Capitalization, Quotation Marks Response to Literature (select one from semester for revision and editing)</p>	<p><b>Reading: Drama and Persuasive Mentor Texts</b> <b>Elements of Drama</b> Foreshadow Author's Purpose (<b>Fig.19 F</b>)</p> <p>Elements of Nonfiction Inferring for meaning (Fig 19 D) Text Features Media Literacy Elements of Informational/ Expository Texts Elements of Informational/ Persuasive Texts</p> <p><b>Writing:</b> (Informational cont. and Persuasive) <b>Persuasive Letter or Speech-</b> Writing Process, Revising, Editing</p> <p>Response to Literature (see Fig 19 Focus)</p>	<p><b>Reading: Literary Nonfiction</b> Theme Word Structure Elements of Literary Nonfiction Text Make Connections Across Genres (Fig 19 F)</p> <p><b>Writing: Literary Nonfiction (Book about Elementary Experience, Letter of Advice to Incoming 5th Graders, or Wisdom from a 5th Grade Graduate)</b></p>	<p><b>Reading:</b> Reading Workshop using student-selected texts to promote sustained independent reading and nurture a community of readers Guided Reading using text from multiple genres in small groups to support continuous reading growth</p> <p><b>Writing:</b> Writing Workshop using the genre study model to promote understanding and craft across multiple genres and nurture a community of writers</p>

<p><b>Focus TEKS</b> (R) Readiness (S) Supporting (P) Process (Pieces for exhibit)</p>	<p><b>Readiness</b> 5.2, 5.2 (B), 5.2 (E), 5.6 (A) (B) (C), 5.9 (A), 5.11 (E), 5.15 (B) (C)(D) (E), 5.17 (A), 5.18 (A), 5.18 (C), 5.20 (B), 5.20 (C), 5.22 (D), 5.22 (E)</p> <p><b>Supporting</b> 5.3 (B), 5. 11 (B), 5.16 (A), 5.18 (B), 5.20 (A)</p> <p><b>Process</b> 5 Fig. 19(A), 5 Fig. 19(B), 5 Fig. 19(C), 5 Fig. 19 (D) (focus- see all year)</p>	<p><b>Readiness</b> 5.2, 5.6, 5.8 (A), 5.10 (A), 5.11 (A) (C) (D) (E), 5.15(B)(C)(D), 5.18 (A), 5.20 (C), 5.22 (D)</p> <p><b>Supporting</b> 5.4, 5.4 (A), 5.7 (A), 5.11 (B), 5.13 (A), (B), 5.15 (A), (E), 5.16 (B), 5.18 (C), 5.20(B), 5.21 (A), (B), 5.22 (E)</p> <p><b>Process</b> 5 Fig. 19(E) 5 Fig. 19(F), Research Strand 5.23-26</p>	<p><b>Readiness</b> 5.2, 5.6(A), 5.11, 5.11(D) (C), 5.12, 5.14, 5.15 (B)(C)(D)(E), 5.18 (A)(B)(C)(D), 5.20 (B), 5.20 (C), 5.22 (D), 5.22 (E)</p> <p><b>Supporting</b> 5.5 (A), 5.6(C), 5.12(A)(B), 5.13(B), 5.14(A)(B)(C) 5.21 (A)(B)(C), 5.22(A)(D)(E)</p> <p><b>Research Strand</b></p> <p><b>Process</b> 5Fig.19(D), 5 Fig. 19 (F)</p>	<p><b>Readiness</b> 5.2, 5.2(A), 5.3(A)(B)(C), 5.5, 5.8, 5.10, 5.15 (B), 5.17 (A), 5.18 (A), 5.15 (C), 5.15 (D), 5.15 (E), 5.20 (B), 5.20 (C), 5.22 (D), 5.22 (E)</p> <p><b>Supporting</b> 5.3(A), 5.3(C), 5.10(A), 5.19(A), 5.22(B), 5.22(C)</p> <p><b>Process</b> 5Fig.19(F)</p>	<p><b>Reading Process:</b> Fig 19 (A) Establish Purpose Fig 19 (B) Ask Questions of Text Fig 19 (C) Monitor Comprehension</p> <p><b>Writing Process</b> 5.15 (A-E) Writing Process</p>
<p><b>Enduring Understandings for Transfer/Big Ideas Essential Questions</b></p>	<p><i>These should be written as Big Ideas -Draft for now</i> Read. Analyze Elements and Apply by Writing Fictional Stories</p>	<p><i>These should be written as Big Ideas-Draft for now</i> Read, Analyze, and Write Poetry using Sensory Language Read, Analyze and Write Informational Text</p>			
<p><b>Assessment Evidence (Value of Experience)</b> (F) Formative Learning (C) Common to PLC (DC) District Common <b>Unit Products</b></p>	<p>Reading: Analysis of Fictional Texts, Reading Response Journal and a Fresh Read</p> <p>Writing: Writer’s Notebook, Personal Narrative</p>	<p>Reading: Analysis of individual genres- poetry, fiction, informational texts Writing: Poem, Informational Text</p>	<p>Reading: Analysis and comparison of drama, informational and persuasive texts Writing: Persuasive</p>	<p>Reading and Writing: Analysis and literary nonfiction</p>	