



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 5

Content Area and/or Course Title: Reading

Unit Title	Time/Term	Focus Standards and Unit Outcomes
<p>Launching Readers Workshop</p>	<p>3 weeks</p>	<p>RF.5.3. - Students know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4. - Students read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.10. - By the end of the year, students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RI.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.10. - By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.6. - Students adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
<p>Nonfiction Reading for Information</p>	<p>4 weeks</p>	<p>RI.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. - Students determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3. - Students 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.</p>

		<p>RI.5.4. - Students determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. - Students 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.</p> <p>RI.5.6. - Students analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. - Students 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.</p> <p>RI.5.8. - Students explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. - Students integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.4. - Students 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.</p>
Narratives Building Complexity	6 weeks	<p>RL.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3. - Students compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)</p> <p>RL.5.5. - Students explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. - Students describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.9. - Students compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
Nonfiction Compare/Contrast	4 weeks	<p>RI.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. - Students determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.5. - Students 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.</p>

		<p>RI.5.6. - Students analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. - Students 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.</p> <p>SL.5.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
Nonfiction Thinking Critically	4 weeks	<p>RI.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3. - Students 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.</p> <p>RI.5.4. - Students determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.6. - Students analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8. - Students explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. - Students integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>L.5.6. - Students 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).</p>
More Nonfiction	4 weeks	<p>RI.5.1. - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. - Students determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.5. - Students 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.</p> <p>RI.5.7. - Students 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.</p> <p>RI.5.8. - Students explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

Multiple Genres	8 weeks	<p>RL.5.5. - Students explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.7. - Students analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9. - Students compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.3. - Students 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.</p> <p>RI.5.5. - Students 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.</p> <p>RI.5.8. - Students explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>L.5.3b. - Students compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5c - Students use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
Wrap Up	2 weeks	<p>RL.5.10. - By the end of the year, students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RI.5.10. - By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently</p>