

## 5th Grade Scope & Sequence

| Unit 1                              |                                                                                                                     | Foundations                   |                         |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------|
| PACING                              | STANDARDS AND SKILLS                                                                                                |                               | INSTRUCTIONAL MATERIALS |
| Dates specific to district calendar | <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Vocabulary</li> <li>Fluency</li> </ul> |                               | Wonders 2023            |
| Week                                | Skills                                                                                                              | Vocabulary                    | Fluency                 |
| 1                                   | <ul style="list-style-type: none"> <li>Decode words with short vowels</li> </ul>                                    | Homographs                    | Accuracy and Expression |
| 2                                   | <ul style="list-style-type: none"> <li>Decode words with long vowels</li> </ul>                                     | Homographs                    | Intonation              |
| 3                                   | <ul style="list-style-type: none"> <li>Decode words with /u/</li> </ul>                                             | Context Clues: Sentence Clues | Expression and Phrasing |
| 4                                   | <ul style="list-style-type: none"> <li>Decode words with r-controlled vowels</li> </ul>                             | Context Clues: Sentence Clues | Rate                    |
| 5                                   | <ul style="list-style-type: none"> <li>Decode words with r-controlled vowel /ur/</li> </ul>                         | Greek and Latin Prefixes      | Accuracy and Phrasing   |

## 5th Grade Scope & Sequence

| Unit 1                                     | Language, Reading and Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| PACING                                     | STANDARDS AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | END OF UNIT COMPETENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | KEY LANGUAGE USES |
| <p>Dates specific to district calendar</p> | <p><b>Reading Literature/Reading Information</b></p> <ul style="list-style-type: none"> <li>Plot: Conflict and Resolution</li> <li>Plot: Events</li> <li>Text Structure: Cause and Effect</li> <li>Text Features: Headings and Graphs</li> <li>Author's Purpose</li> <li>Author's Claim</li> <li>Primary and Secondary Sources</li> <li>Comparative Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Compound Sentences</li> <li>Complex Sentences</li> <li>Run-On Sentences and Fragments</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Argumentative Writing Prompt</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Report on a topic or text or present an opinion</li> <li>Sequence ideas</li> <li>Speak clearly</li> <li>Understandable pace</li> </ul> | <p>By the end of the unit students will be able to:</p> <p>State an argument (claim) supporting a perspective using logical reasons, and relevant evidence from multiple sources.</p> <p><b>Language Functions and Features:</b></p> <ul style="list-style-type: none"> <li>Declarative statements to frame a topic, provide background information or state a claim (according to, the author talks about)</li> <li>Evaluative adjectives and adverbs to add writer's perspective (beautiful, amazing, unfortunately)</li> <li>Verbs: harm, protect, urbanization, revitalize</li> <li>Noun groups (ecotourism, lands, environment, government) and adjectives, embedded clauses (natural) to add description and/or introduce topic.</li> <li>Connectors to link claim/opinion with evidence and reasoning (because, as a result, when, if, although, but) or elaborate an idea (so, however)</li> <li>Connectors to sequence points in</li> </ul> | <p>ARGUE</p>      |

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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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|  |  | <p>the argument (first, after, furthermore, as evidenced by)</p> <ul style="list-style-type: none"><li>• A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)</li><li>• Logically connect opinions to appropriate supporting evidence, facts, and details using questions words (how, when, why) and cause/effect phrases (If..then... When..., then... Because... )</li><li>• Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)</li><li>• That-clauses to link claim with evidence (This shows that the theme is)</li><li>• First person (personal) or third person (neutral) to present point of view (The book tells us that even through difficult times, we can still stick to our culture.)</li></ul> |  |
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## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 1

|                        |                                                                               |                                        |                      |
|------------------------|-------------------------------------------------------------------------------|----------------------------------------|----------------------|
| Essential Question     | How can experiencing nature change the way you think about it?                |                                        |                      |
| Vocabulary             | debris<br>emphasis<br>encounter                                               | generations<br>indicated<br>naturalist | sheer<br>spectacular |
| <b>Essentials</b>      | <b>Title</b>                                                                  |                                        |                      |
| Interactive Read Aloud | "Capturing the Natural World"<br>Genre: Narrative Nonfiction                  |                                        |                      |
| Shared Read            | "A Life in the Woods"<br>Genre: Narrative Nonfiction Lexile: 770L             |                                        |                      |
| Anchor Text            | <i>Camping with the President</i><br>Genre: Narrative Nonfiction Lexile: 760L |                                        |                      |
| Paired Reading         | "A Walk with Teddy"<br>Genre: Autobiography Lexile: 910L                      |                                        |                      |
| Writing Process        | Write to Sources: Argumentative Writing<br>Minilesson: Make a Claim           |                                        |                      |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** "A Trip to Remember"
- **Shared Read:** "A Life in the Woods"
- **Leveled Reader Main Selection:** Save This Space! (Lexile: 490L)
- **Leveled Reader Paired Selection:** "The Journey of Lewis and Clark"
- **Writing:** Topic Sentence

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 2

|                        |                                                                                                                         |                            |                 |
|------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------|
| Essential Question     | How do we get the things we need?                                                                                       |                            |                 |
| Vocabulary             | afford<br>loan<br>profit                                                                                                | prosper<br>risk<br>savings | scarce<br>wages |
| <b>Essentials</b>      | <b>Title</b>                                                                                                            |                            |                 |
| Interactive Read Aloud | “Finding a Way”<br>Genre: Realistic Fiction                                                                             |                            |                 |
| Shared Read            | “A Fresh Idea”<br>Genre: Realistic Fiction   Lexile: 760L                                                               |                            |                 |
| Anchor Text            | <i>One Hen</i><br>Genre: Realistic Fiction   Lexile: 810L                                                               |                            |                 |
| Paired Reading         | “Reading Between the Dots”<br>Genre: Personal Narrative   Lexile: 910L                                                  |                            |                 |
| Writing Process        | Write to Sources: Argumentative Writing<br>Plan: Organize Ideas<br>Draft: Relevant Evidence<br>Revise: Peer Conferences |                            |                 |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “We’re Ready!”
- **Shared Read:** “A Fresh Idea”
- **Leveled Reader Main Selection:** Parker’s Plan (Lexile: 500L)
- **Leveled Reader Paired Selection:** “Taking Care of Your Money”
- **Writing:** Text Evidence

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 3

|                    |                                                               |                              |                        |
|--------------------|---------------------------------------------------------------|------------------------------|------------------------|
| Essential Question | What are the positive and negative effects of new technology? |                              |                        |
| Vocabulary         | access<br>advance<br>analysis                                 | cite<br>counterpoint<br>data | drawbacks<br>reasoning |

| Essentials             | Title                                                                           |
|------------------------|---------------------------------------------------------------------------------|
| Interactive Read Aloud | "Electronic Books: A New Way to Read"<br>Genre: Argumentative Text              |
| Shared Read            | "Are Electronic Devices Good for Us?"<br>Genre: Argumentative Text Lexile: 900L |
| Anchor Text            | <i>The Future of Transportation</i><br>Genre: Argumentative Text Lexile: 870L   |
| Paired Reading         | "Getting from Here to There"<br>Genre: Technical Text Lexile: 890L              |
| Writing Process        | Write to Sources: Argumentative Writing<br>Minilesson: Strong Introduction      |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** "The Benefits of Working Remotely"
- **Shared Read:** "Are Electronic Devices Good for Us?"
- **Leveled Reader Main Selection:** What About Robots? (Lexile: 600L)
- **Leveled Reader Paired Selection:** "No Substitute"
- **Writing:** Concluding Statement

## 5th Grade Scope & Sequence

### SCAFFOLDING IN ACTION

#### Skill Building

- Provide a graphic organizer and model how to identify a claim and relevant details.
- Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
- For extended writing prompts, provide the Student Model found in the Writer's Notebook >Teacher Resources>Unit 1 highlighting the language and structure a student will need in order to be able to reproduce their own expository essay.
- Provide the Glossary & My Writing Outline in the Writer's Notebook >Teacher Resources>Unit 1 to scaffold the expository essay. Newcomers might only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
- Provide the Take Notes found in the Writer's Notebook>Teacher Resources>Unit 1 for students to take notes about a text with a partner.
- In discussion, model and have students use the sentence frames provided and word banks to support their responses.
- Provide students the Scaffolded Shared Read to help partners read and work through a text together.
- Provide the Visual Vocabulary cards to build content knowledge.

#### Extension

Digital Tool: Inquiry Space Performance Task: Take A Stand: Water  
Research and Inquiry Projects (Teacher or Student Choice)

- "Protecting Our Parks" (T26) Product: Promotional Map
- "Clothing, Food, and Shelter" (T108) Product: Compare/Contrast Chart
- "Riding Technology's Rollercoaster" (T184) Product: Debate

## 5th Grade Scope & Sequence

### Unit 2

### Foundations

| PACING                              | STANDARDS AND SKILLS                                                                                            |                 | INSTRUCTIONAL MATERIALS |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------|-------------------------|
| Dates specific to district calendar | <ul style="list-style-type: none"><li>Phonics and Word Recognition</li><li>Vocabulary</li><li>Fluency</li></ul> |                 | Wonders 2023            |
| Week                                | Skills                                                                                                          | Vocabulary      | Fluency                 |
| 1                                   | <ul style="list-style-type: none"><li>Decode words with variant vowels and diphthongs</li></ul>                 | Context Clues   | Accuracy and Rate       |
| 2                                   | <ul style="list-style-type: none"><li>Decode words using knowledge of plurals</li></ul>                         | Context Clues   | Accuracy and Expression |
| 3                                   | <ul style="list-style-type: none"><li>Decode words with inflectional endings</li></ul>                          | Personification | Expression and Phrasing |
| 4                                   | <ul style="list-style-type: none"><li>Decode words using knowledge of contractions</li></ul>                    | Personification | Rate                    |
| 5                                   | <ul style="list-style-type: none"><li>Decode words with closed syllables</li></ul>                              | Homographs      | Accuracy and Phrasing   |

## 5th Grade Scope & Sequence

### Unit 2

### Language, Reading and Writing

| PACING                              | STANDARDS AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | END OF UNIT COMPETENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | KEY LANGUAGE USES            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Dates specific to district calendar | <p><b>Reading Literature/Reading Information</b></p> <ul style="list-style-type: none"> <li>Plot: Setting</li> <li>Theme</li> <li>Poetic Elements: Form and Line Breaks</li> <li>Poetic Elements: Repetition and Rhyme</li> <li>Text Structure: Problem and Solution</li> <li>Text Structure: Sequence</li> <li>Text Features: Headings and Timelines</li> <li>Comparative Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Kinds of Nouns</li> <li>Plural Forms and Appositives</li> <li>Possessive Nouns</li> <li>Prepositional Phrases</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Expository Writing Prompt</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Report on a topic or text or present an opinion</li> <li>Sequence ideas</li> <li>Speak clearly</li> </ul> | <p>By the end of the unit students will be able to:</p> <p>Inform/explain a topic using multiple sources and relevant details.</p> <p>Explanations can include captions, pictures, headings or problem/solution text structure that contribute to the reader's understanding of the topic.</p> <p><b>Language Functions and Features</b></p> <ul style="list-style-type: none"> <li>Descriptive titles and generalized nouns to introduce topic and/or entity (inventors, automatic)</li> <li>Opening statements to report on a topic or text or present an opinion (describing, comparing/contrasting, classifying, defining)</li> <li>Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha)</li> <li>Verbs to indicate generalizable nature of information (supported, making, afford, dropped)</li> </ul> | <p>INFORM</p> <p>EXPLAIN</p> |

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|  |                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• Understandable pace</li></ul> | <ul style="list-style-type: none"><li>• Declarative statements to provide objective, factual information (As a result, clearly, details like)</li><li>• Technical word choices to add precise and descriptive information without evaluative language (NEED EXAMPLES)</li><li>• Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events</li><li>• Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise)</li></ul> |  |
|--|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 1

|                                                                                                                                                                                                                                                                                                                                                                      |                                                                                  |                                        |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------|------------------|
| Essential Question                                                                                                                                                                                                                                                                                                                                                   | What do good problem solvers do?                                                 |                                        |                  |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                           | committees<br>convention<br>debate                                               | proposal<br>representatives<br>resolve | situation, union |
| Essentials                                                                                                                                                                                                                                                                                                                                                           | Title                                                                            |                                        |                  |
| Interactive Read Aloud                                                                                                                                                                                                                                                                                                                                               | “The Haudenosaunee Confederacy”<br>Genre: Expository                             |                                        |                  |
| Shared Read                                                                                                                                                                                                                                                                                                                                                          | “Creating a Nation”<br>Genre: Expository Text   Lexile: 690L                     |                                        |                  |
| Anchor Text                                                                                                                                                                                                                                                                                                                                                          | <i>Who Wrote the U.S. Constitution?</i><br>Genre: Expository Text   Lexile: 760L |                                        |                  |
| Paired Reading                                                                                                                                                                                                                                                                                                                                                       | “Wordsmiths”<br>Genre: Expository Text   Lexile: 970L                            |                                        |                  |
| Writing                                                                                                                                                                                                                                                                                                                                                              | Write to Sources: Expository Writing<br>Minilesson: Central Idea                 |                                        |                  |
| Special Education Connection: Wonderworks                                                                                                                                                                                                                                                                                                                            |                                                                                  |                                        |                  |
| <ul style="list-style-type: none"><li>● <b>Interactive Read Aloud:</b> “The Great Seal Debate”</li><li>● <b>Shared Read:</b> “Creating a Nation”</li><li>● <b>Leveled Reader Main Selection:</b> The Bill of Rights (Lexile 6001)</li><li>● <b>Leveled Reader Paired Selection:</b> “Having Your Say”</li><li>● <b>Writing:</b> Writing Complete Sentences</li></ul> |                                                                                  |                                        |                  |

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 2

|                        |                                                                                                                |                                  |                     |
|------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Essential Question     | When has a plan helped you accomplish a task?                                                                  |                                  |                     |
| Vocabulary             | assuring<br>detected<br>emerging                                                                               | gratitude<br>guidance<br>outcome | previous<br>pursuit |
| <b>Essentials</b>      | <b>Title</b>                                                                                                   |                                  |                     |
| Interactive Read Aloud | “Lost Lake and the Golden Cup”<br>Genre: Folktale                                                              |                                  |                     |
| Shared Read            | “The Magical Lost Brocade”<br>Genre: Folktale   Lexile: 740L                                                   |                                  |                     |
| Anchor Text            | <i>Blancaflor</i><br>Genre: Folktale   Lexile: 870L                                                            |                                  |                     |
| Paired Reading         | “From Tale to Table”<br>Genre: Expository Text   Lexile: 990L                                                  |                                  |                     |
| Writing                | Write to Sources: Expository Writing<br>Plan: Organize Ideas<br>Draft: Elaboration<br>Revise: Peer Conferences |                                  |                     |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “How the Spider Crossed the Stream”
- **Shared Read:** “The Magical Lost Brocade”
- **Leveled Reader Main Selection:** The Lion’s Whiskers (Lexile: 590L)
- **Leveled Reader Paired Selection:** “From Fiber to Fashion”
- **Writing:** Basic Conventions

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 3

|                        |                                                                                         |              |           |
|------------------------|-----------------------------------------------------------------------------------------|--------------|-----------|
| Essential Question     | What motivates you to accomplish a goal?                                                |              |           |
| Vocabulary             | ambitious<br>memorized                                                                  | satisfaction | shuddered |
| <b>Essentials</b>      | <b>Title</b>                                                                            |              |           |
| Interactive Read Aloud | "How to Make a Friend"<br>Genre: Narrative Poetry                                       |              |           |
| Shared Read            | "A Simple Plan," "Rescue"<br>Genre: Narrative and Free Verse Poetry   Lexile: NP        |              |           |
| Anchor Text            | "Stage Fright," "Catching Quiet"<br>Genre: Narrative and Free Verse Poetry   Lexile: NP |              |           |
| Paired Reading         | "Foul Shot"<br>Genre: Free Verse Poetry   Lexile: NP                                    |              |           |
| Writing                | Write to Sources: Expository Writing<br>Mini Lesson: Academic Language                  |              |           |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** "Taking the Top Prize"
- **Shared Read:** "A Simple Plan", "Rescue"
- **Leveled Reader Main Selection:** Clearing the Jungle (Lexile: 501)
- **Leveled Reader Paired Selection:** "Just for Once"
- **Writing:** Subject-Verb Agreement

## 5th Grade Scope & Sequence

### SCAFFOLDING IN ACTION

#### Skill Building

- Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to select a central idea for a topic and find relevant and supporting details.
- Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
- For extended writing prompts, provide the Student Model found in the Writer's Notebook >Teacher Resources>Unit 2 highlighting the language and structure a student will need in order to be able to reproduce their own expository essay.
- Provide the Glossary & My Writing Outline in the Writer's Notebook >Teacher Resources>Unit 2 to scaffold the expository essay. Newcomers might only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
- Provide the Take Notes found in the Writer's Notebook>Teacher Resources>Unit 2 for students to take notes about a text with a partner.
- In discussion, model and have students use the sentence frames provided and word banks to support their responses.
- Provide students the Scaffolded Shared Read to help partners read and work through a text together.
- Provide the Visual Vocabulary cards to build content knowledge.

#### Extension

Wonders Connect to Content: Science. Reading/Writing Companion p. 224-229.

Research and Inquiry Projects (Teacher or Student Choice)

- "Meet Me in the Middle" (T26)      Product: Multimedia Slideshow
- "Stand by Your Plan" (T108)      Product: Illustrated Food Web
- "Reaching a Goal" (T108)      Product: Comic Strip

## 5th Grade Scope & Sequence

### Unit 3

### Foundations

| PACING                              | STANDARDS AND SKILLS                                                                                                |                                 | INSTRUCTIONAL MATERIALS |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------|
| Dates specific to district calendar | <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Vocabulary</li> <li>Fluency</li> </ul> |                                 | Wonders 2023            |
| Week                                | Skills                                                                                                              | Vocabulary                      | Fluency                 |
| 1                                   | <ul style="list-style-type: none"> <li>Decode words with open syllables</li> </ul>                                  | Context Clues: Cause and Effect | Intonation              |
| 2                                   | <ul style="list-style-type: none"> <li>Decode words with open syllables (V/V)</li> </ul>                            | Context Clues: Cause and Effect | Expression and Phrasing |
| 3                                   | <ul style="list-style-type: none"> <li>Decode words with vowel team syllables</li> </ul>                            | Latin Roots                     | Accuracy and Rate       |
| 4                                   | <ul style="list-style-type: none"> <li>Decode words with consonant +le syllables</li> </ul>                         | Latin Roots                     | Rate                    |
| 5                                   | <ul style="list-style-type: none"> <li>Decode words with r-controlled vowel syllables</li> </ul>                    | Sentence Clues                  | Accuracy and Rate       |

## 5th Grade Scope & Sequence

### Unit 3

### Language, Reading and Writing

| PACING                              | STANDARDS AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | END OF UNIT COMPETENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | KEY LANGUAGE USES |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Dates specific to district calendar | <p><b>Reading Literature/Reading Information</b></p> <ul style="list-style-type: none"> <li>Plot: Characterization</li> <li>Theme</li> <li>Central Idea and Relevant Details</li> <li>Text Structure: Problem and Solution</li> <li>Text Structure: Compare and Contrast</li> <li>Author's Claim</li> <li>Literal and Figurative Language</li> <li>Comparative Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Action Verbs</li> <li>Verb Tenses</li> <li>Main and Helping Verbs</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Argumentative Writing Prompt</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Report on a topic or text</li> <li>Use appropriate facts and details</li> <li>Speak clearly</li> <li>Understandable pace</li> </ul> | <p>By the end of the unit students will be able to:</p> <p>Argue using precise language, supported with logical reasons and relevant evidence from sources.</p> <p><b>Language Functions and Features:</b></p> <ul style="list-style-type: none"> <li>Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (benefits abroad, permission, paperwork, permission, advantages, immersion)</li> <li>Expanded noun and verb groups to add detail: claim, study,</li> <li>Evaluative adjectives and adverbs to add writer's perspective (beautiful, amazing, unfortunately, significant)</li> <li>Connectors to sequence points in the argument (First, to start with, sums up, soon), elaborate an idea/interpretation (or, another way/idea), or connect claim/opinion with evidence and reasoning (because, as a result, when, if, although, but, according</li> </ul> | ARGUE             |

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|  |  |                                                                                                                                                                                     |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <div>to)</div> <ul style="list-style-type: none"><li>• Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)</li></ul> |  |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 1

|                        |                                                                         |                                          |                              |
|------------------------|-------------------------------------------------------------------------|------------------------------------------|------------------------------|
| Essential Question     | What can learning about different cultures teach us?                    |                                          |                              |
| Vocabulary             | appreciation<br>blurted<br>complementing                                | congratulate<br>contradicted<br>critical | cultural<br>misunderstanding |
| <b>Essentials</b>      | <b>Title</b>                                                            |                                          |                              |
| Interactive Read Aloud | “Foods for Thought”<br>Genre: Realistic Fiction                         |                                          |                              |
| Shared Read            | “A Reluctant Traveler”<br>Genre: Realistic Fiction   Lexile: 770L       |                                          |                              |
| Anchor Text            | <i>They Don’t Mean It!</i><br>Genre: Realistic Fiction   Lexile: 870L   |                                          |                              |
| Paired Reading         | “Where Did That Come From?”<br>Genre: Expository Text   Lexile: 940L    |                                          |                              |
| Writing                | Write to Sources: Argumentative Writing<br>Minilesson: Precise Language |                                          |                              |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Culture in a Bowl”
- **Shared Read:** “A Reluctant Traveler”
- **Leveled Reader Main Selection:** All the Way from Europe (Lexile: 600L)
- **Leveled Reader Paired Selection:** “A Sporting Gift”
- **Writing:** Conjunctions

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 2

|                        |                                                                                                                     |                               |                        |
|------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------|
| Essential Question     | What benefits come from people working as a group?                                                                  |                               |                        |
| Vocabulary             | artificial<br>collaborate<br>dedicated                                                                              | flexible<br>function<br>mimic | obstacle<br>techniques |
| <b>Essentials</b>      | <b>Title</b>                                                                                                        |                               |                        |
| Interactive Read Aloud | “Teamwork in Space”<br>Genre: Expository Text                                                                       |                               |                        |
| Shared Read            | “Gulf Spill Superheroes”<br>Genre: Expository Text   Lexile: 860L                                                   |                               |                        |
| Anchor Text            | <i>Winter’s Tail</i><br>Genre: Expository Text   Lexile: 940L                                                       |                               |                        |
| Paired Reading         | “Helping Hands”<br>Genre: Expository Text   Lexile: 1040L                                                           |                               |                        |
| Writing                | Write to Sources: Argumentative Writing<br>Plan: Organize Ideas<br>Draft: Logical Order<br>Revise: Peer Conferences |                               |                        |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “How a Documentary Is Made”
- **Shared Read:** “Gulf Spill Superheroes”
- **Leveled Reader Main Selection:** The Power of a Team (Lexile: 670L)
- **Leveled Reader Paired Selection:** “Hands on the Wheel”
- **Writing:** Transitions

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 3

|                        |                                                                                                   |                                  |                         |
|------------------------|---------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|
| Essential Question     | How do we explain what happened in the past?                                                      |                                  |                         |
| Vocabulary             | archaeologist<br>era<br>fragments                                                                 | historian<br>intact<br>preserved | reconstruct<br>remnants |
| <b>Essentials</b>      | <b>Title</b>                                                                                      |                                  |                         |
| Interactive Read Aloud | “Stonehenge: Puzzle from the Past”<br>Genre: Argumentative Text                                   |                                  |                         |
| Shared Read            | “What Was the Purpose of the Inca’s Knotted Strings?”<br>Genre: Argumentative Text   Lexile: 920L |                                  |                         |
| Anchor Text            | <i>Machu Picchu: Ancient City</i><br>Genre: Argumentative Text   Lexile: 990L                     |                                  |                         |
| Paired Reading         | “Dig This Technology!”<br>Genre: Expository Text   Lexile: 970L                                   |                                  |                         |
| Writing                | Write to Sources: Argumentative Writing<br>Minilesson: Strong Conclusion                          |                                  |                         |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Rediscovering Persia”
- **Shared Read:** “What Was the Purpose of the Inca’s Knotted Strings?”
- **Leveled Reader Main Selection:** The Ancestral Puebloans (Lexile: 760L)
- **Leveled Reader Paired Selection:** “The Ancestral Puebloans Were Astronomers”
- **Writing:** Combining Sentences

## 5th Grade Scope & Sequence

### SCAFFOLDING IN ACTION

#### Skill Building

- Provide a graphic organizer and model how to demonstrate claim, evidence, reasoning and provide word banks.
- Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
- For extended writing prompts, provide the Student Model found in the Writer's Notebook >Teacher Resources>Unit 3 highlighting the language and structure a student will need in order to be able to reproduce their own argumentative essay.
- Provide the Glossary & My Writing Outline in the Writer's Notebook >Teacher Resources>Unit 3 to scaffold the argumentative essay. Newcomers might only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
- Provide the Take Notes found in the Writer's Notebook>Teacher Resources>Unit 3 for students to take notes about a text with a partner.
- In discussion, model and have students use the sentence frames provided and word banks to support their responses.
- Provide students the Scaffolded Shared Read to help partners read and work through a text together.
- Provide the Visual Vocabulary cards to build content knowledge.

#### Extension

- Wonders Connect to Content: Social Studies. Reading/Writing Companion p. 110-115.  
Research and Inquiry Projects (Teacher or Student Choice)
- "A Special Day" (T26) Product: Pamphlet
  - "Two Heads Are Better Than One" (T102) Product: Television Segment
  - "Remnants of the Past" (T182) Product: Multimedia Presentation

## 5th Grade Scope & Sequence

### Unit 4

### Foundations

| PACING                              | STANDARDS AND SKILLS                                                                                                |                       | INSTRUCTIONAL MATERIALS |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|
| Dates specific to district calendar | <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Vocabulary</li> <li>Fluency</li> </ul> |                       | Wonders 2023            |
| Week                                | Skills                                                                                                              | Vocabulary            | Fluency                 |
| 1                                   | <ul style="list-style-type: none"> <li>Decode words with final schwa sounds</li> </ul>                              | Prefixes and Suffixes | Expression              |
| 2                                   | <ul style="list-style-type: none"> <li>Use knowledge of prefixes to decode words</li> </ul>                         | Prefixes and Suffixes | Accuracy and Rate       |
| 3                                   | <ul style="list-style-type: none"> <li>Use knowledge of homographs to decode words</li> </ul>                       | Adages and Proverbs   | Phrasing                |
| 4                                   | <ul style="list-style-type: none"> <li>Decode words with /cher/ and /zher/</li> </ul>                               | Adages and Proverbs   | Accuracy and Expression |
| 5                                   | <ul style="list-style-type: none"> <li>Use knowledge of suffixes -ance and -ence to decode words</li> </ul>         | Simile and Metaphor   | Expression and Rate     |

## 5th Grade Scope & Sequence

# Unit 4

# Language, Reading and Writing

| PACING                              | STANDARDS AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | END OF UNIT COMPETENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | KEY LANGUAGE USES |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Dates specific to district calendar | <p><b>Reading Literature/Reading Information</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Play</li> <li>• Theme</li> <li>• Character Perspective</li> <li>• Poetic Elements: Stanza and Meter</li> <li>• Text Structure: Chronology</li> <li>• Text Features: Photographs and Captions</li> <li>• Poetic Elements: Simile and Metaphor</li> <li>• Comparative Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Pronouns and Antecedents</li> <li>• Kinds of Pronouns</li> <li>• Quotation Marks</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Expository Writing Prompt</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Report on a topic or text</li> <li>• Use appropriate facts and details</li> <li>• Speak clearly</li> <li>• Understandable pace</li> </ul> | <p>By the end of the unit students will be able to:</p> <p>Explain about a topic using relevant evidence and sources.</p> <p><b>Language Functions and Features:</b></p> <ul style="list-style-type: none"> <li>• Descriptive titles and generalized nouns to introduce topic and/or entity: civil rights, activist(s), women, government, rallies</li> <li>• Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses)</li> <li>• Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (spoke, rallied, demanded, integrate)</li> <li>• Comparing/contrasting connectors to differentiate between entities or components: despite the obstacles, another woman, throughout history</li> </ul> | INFORM/EXPLAIN    |

5th Grade Scope & Sequence

|  |  |                                                                                                                                                                                                         |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <ul style="list-style-type: none"><li>• Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha)</li></ul> |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 1

|                        |                                                                                   |                                  |                   |
|------------------------|-----------------------------------------------------------------------------------|----------------------------------|-------------------|
| Essential Question     | What can people do to bring about a positive change?                              |                                  |                   |
| Vocabulary             | anticipation<br>defy<br>entitled                                                  | neutral<br>outspoken<br>reserved | sought<br>unequal |
| <b>Essentials</b>      | <b>Title</b>                                                                      |                                  |                   |
| Interactive Read Aloud | “Fighting for Change”<br>Genre: Biography                                         |                                  |                   |
| Shared Read            | “Frederick Douglass: Freedom’s Voice”<br>Genre: Biography   Lexile: 830L          |                                  |                   |
| Anchor Text            | <i>Rosa</i><br>Genre: Biography   Lexile: 860L                                    |                                  |                   |
| Paired Reading         | “Our Voices, Our Votes”<br>Genre: Expository Text   Lexile: 920L                  |                                  |                   |
| Writing                | Write to Sources: Expository Writing<br>Minilesson: Relevant Evidence and Sources |                                  |                   |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Breaking Barriers”
- **Shared Read:** “Frederick Douglass: Freedom’s Voice”
- **Leveled Reader Main Selection:** Jane Addams: A Woman of Action (Lexile: 630L)
- **Leveled Reader Paired Selection:** “Gus Garcia Takes on Texas”
- **Writing:** Vary Sentence Types and Lengths

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 2

|                        |                                                                                                                        |                                   |                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------|
| Essential Question     | What can you discover when you give things a second look?                                                              |                                   |                          |
| Vocabulary             | astounded<br>concealed<br>inquisitive                                                                                  | interpret<br>perplexed<br>precise | reconsider<br>suspicious |
| <b>Essentials</b>      | <b>Title</b>                                                                                                           |                                   |                          |
| Interactive Read Aloud | “The Mystery Riddle:<br>Genre: Drama (Mystery Play)                                                                    |                                   |                          |
| Shared Read            | “Where’s Brownie?”<br>Genre: Drama (Mystery Play)   Lexile: NP                                                         |                                   |                          |
| Anchor Text            | <i>A Window Into History: The Mystery of the Cellar Window</i><br>Genre: Drama (Mystery Play)   Lexile: NP             |                                   |                          |
| Paired Reading         | “A Boy, a Horse, and a Fiddle”<br>Genre: Legend   Lexile: 950L                                                         |                                   |                          |
| Writing                | Write to Sources: Expository Writing<br>Plan: Organize Ideas<br>Draft: Strong Introduction<br>Revise: Peer Conferences |                                   |                          |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Hard to Bee-Leave”
- **Shared Read:** “Where’s Brownie?”
- **Leveled Reader Main Selection:** The Mysterious Teacher (Lexile: NP)
- **Leveled Reader Paired Selection:** “The Case of the Missing Nectarine”
- **Writing:** Using Pronouns

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 3

|                        |                                                                                                                  |            |        |
|------------------------|------------------------------------------------------------------------------------------------------------------|------------|--------|
| Essential Question     | How do you express something that is important to you?                                                           |            |        |
| Vocabulary             | barren<br>expression                                                                                             | meaningful | plumes |
| <b>Essentials</b>      | <b>Title</b>                                                                                                     |            |        |
| Interactive Read Aloud | "I'm a Swimmer<br>Genre: Free Verse Poetry                                                                       |            |        |
| Shared Read            | "How Do I Hold the Summer?," "Catching a Fly," "When I Dance"<br>Genre: Lyric and Free Verse Poetry   Lexile: NP |            |        |
| Anchor Text            | "Words Free as Confetti," "Dreams"<br>Genre: Free Verse and Lyric Poetry   Lexile: NP                            |            |        |
| Paired Reading         | "A Story of How a Wall Stands"<br>Genre: Free Verse Poetry   Lexile: NP                                          |            |        |
| Writing                | Write to Sources: Expository Writing<br>Minilesson: Logical Text Structure                                       |            |        |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** "The Missing Journal"
- **Shared Read:** "How Do I Hold the Summer?," "Catching a Fly", "When I Dance"
- **Leveled Reader Main Selection:** Tell Me the Old, Old Stories (Lexile: 5901)
- **Leveled Reader Paired Selection:** "Family Ties"
- **Writing:** Verb Tenses

## 5th Grade Scope & Sequence

### SCAFFOLDING IN ACTION

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual Learners | <ul style="list-style-type: none"> <li>● Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to select a central idea for a topic and find relevant and supporting details.</li> <li>● Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.</li> <li>● For extended writing prompts, provide the Student Model found in the Writer's Notebook &gt;Teacher Resources&gt;Unit 4 highlighting the language and structure a student will need in order to be able to reproduce their own expository essay.</li> <li>● Provide the Glossary &amp; My Writing Outline in the Writer's Notebook &gt;Teacher Resources&gt;Unit 4 to scaffold the expository essay. Newcomers might only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.</li> <li>● Provide the Take Notes found in the Writer's Notebook&gt;Teacher Resources&gt;Unit 4 for students to take notes about a text with a partner.</li> <li>● In discussion, model and have students use the sentence frames provided and word banks to support their responses.</li> <li>● Provide students the Scaffolded Shared Read to help partners read and work through a text together.</li> <li>● Provide the Visual Vocabulary cards to build content knowledge.</li> </ul> |
| Advanced Learners     | <p>Wonders Connect to Content: Science. Reading/Writing Companion p. 230-234.<br/>Research and Inquiry Projects (Teacher or Student Choice)</p> <ul style="list-style-type: none"> <li>● "Liberty and Justice for All" (T26)                      Product: Plaque</li> <li>● "A Second Glance" (T108)                              Product: Formal Letter</li> <li>● "Expressions of Freedom" (T184)                      Product: Timeline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## 5th Grade Scope & Sequence

### Unit 5

### Foundations

| PACING                              | STANDARDS AND SKILLS                                                                                                |             | INSTRUCTIONAL MATERIALS |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------|-------------------------|
| Dates specific to district calendar | <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Vocabulary</li> <li>Fluency</li> </ul> |             | Wonders 2023            |
| Week                                | Skills                                                                                                              | Vocabulary  | Fluency                 |
| 1                                   | <ul style="list-style-type: none"> <li>Use knowledge of suffixes to decode words</li> </ul>                         | Greek Roots | Expression              |
| 2                                   | <ul style="list-style-type: none"> <li>Use knowledge of homophones to decode words</li> </ul>                       | Greek Roots | Accuracy and Phrasing   |
| 3                                   | <ul style="list-style-type: none"> <li>Use knowledge of prefixes to decode words</li> </ul>                         | Idioms      | Rate                    |
| 4                                   | <ul style="list-style-type: none"> <li>Use knowledge of suffixes -less and -ness to decode words</li> </ul>         | Idioms      | Accuracy                |
| 5                                   | <ul style="list-style-type: none"> <li>Use knowledge of suffixes -ion to decode words</li> </ul>                    | Root Words  | Accuracy and Rate       |

## 5th Grade Scope & Sequence

| Unit 5                                     | Language, Reading and Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| PACING                                     | STANDARDS AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | END OF UNIT COMPETENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | KEY LANGUAGE USES     |
| <p>Dates specific to district calendar</p> | <p><b>Reading Literature/Reading Information</b></p> <ul style="list-style-type: none"> <li>Plot: Characterization</li> <li>Plot: Conflict</li> <li>Text Structure: Compare and Contrast</li> <li>Text Features: Diagrams, Charts, Headings</li> <li>Central Idea and Relevant Details</li> <li>Author's Perspective</li> <li>Figurative Language: Imagery</li> <li>Comparative Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Clauses</li> <li>Complex Sentences</li> <li>Adjectives That Compare</li> <li>Comparing with <i>Good</i> and <i>Bad</i></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Narrative Writing Prompt: Personal Narrative</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Report on a topic or text</li> <li>Use appropriate facts and details</li> <li>Speak clearly</li> <li>Understandable pace</li> </ul> | <p>By the end of the unit, students will be able to:</p> <p>Explain about a topic, which has been researched, using relevant evidence and sources, comparing and contrasting how authors present information on the same topic.</p> <p><b>Language Functions and Features:</b></p> <ul style="list-style-type: none"> <li>Descriptive titles and generalized nouns to introduce topic and/or entity (purpose, internet, resources)</li> <li>Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.)</li> <li>Comparing/contrasting connectors to differentiate between entities or components (first, second(ly), lastly, in fact, not only, also, for example, however, according to, let me explain, some information)</li> <li>Reporting devices to integrate sourced information into saying verbs</li> </ul> | <p>INFORM/EXPLAIN</p> |

5th Grade Scope & Sequence

|  |  |                                                                                                                                                                                                                                                                     |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>(said, reported, claims), direct and indirect quotes</p> <ul style="list-style-type: none"><li>• Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha)</li></ul> |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 1

|                        |                                                                                |                                  |  |                  |
|------------------------|--------------------------------------------------------------------------------|----------------------------------|--|------------------|
| Essential Question     | How can scientific knowledge change over time?                                 |                                  |  |                  |
| Vocabulary             | approximately<br>astronomical<br>calculation                                   | criteria<br>diameter<br>evaluate |  | orbit<br>spheres |
| <b>Essentials</b>      | <b>Title</b>                                                                   |                                  |  |                  |
| Interactive Read Aloud | “The Sun: Our Star”<br>Genre: Expository Text                                  |                                  |  |                  |
| Shared Read            | “Changing Views of Earth”<br>Genre: Expository Text   Lexile: 910L             |                                  |  |                  |
| Anchor Text            | <i>When Is a Planet Not a Planet?</i><br>Genre: Expository Text   Lexile: 980L |                                  |  |                  |
| Paired Reading         | “The Crow and the Pitcher”<br>Genre: Fable   Lexile: 640L                      |                                  |  |                  |
| Writing                | Research Report<br>Plan: Relevant Evidence<br>Draft: Elaboration               |                                  |  |                  |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Up, Up, and Away”
- **Shared Read:** “Changing Views of Earth”
- **Leveled Reader Main Selection:** Mars (Lexile: 680L)
- **Leveled Reader Paired Selection:** “Zach the Martian”
- **Writing:** Logical Order

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 2

|                        |                                                                                                                            |                                 |  |                      |
|------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------|--|----------------------|
| Essential Question     | How do shared experiences help people adapt to change?                                                                     |                                 |  |                      |
| Vocabulary             | assume<br>guarantee<br>nominate                                                                                            | obviously<br>rely<br>supportive |  | sympathy<br>weakling |
| <b>Essentials</b>      | <b>Title</b>                                                                                                               |                                 |  |                      |
| Interactive Read Aloud | “Starting Over”<br>Genre: Historical Fiction                                                                               |                                 |  |                      |
| Shared Read            | “The Day the Rollets Got Their Moxie Back”<br>Genre: Historical Fiction   Lexile: 900L                                     |                                 |  |                      |
| Anchor Text            | <i>Bud, Not Buddy</i><br>Genre: Historical Fiction   Lexile: 950L                                                          |                                 |  |                      |
| Paired Reading         | “Musical Impressions of the Great Depression:<br>Genre: Expository Text   Lexile: 990L                                     |                                 |  |                      |
| Writing                | Research Report<br>Revise: Sentence Structure<br>Peer Conferencing<br>Edit and Proofread<br>Publish, Present, and Evaluate |                                 |  |                      |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “The War Effort”
- **Shared Read:** “The Day the Rollets Got Their Moxie Back”
- **Leveled Reader Main Selection:** The Picture Palace (Lexile: 640L)
- **Leveled Reader Paired Selection:** “The Golden Age of Hollywood”
- **Writing:** Descriptive Language

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 3

|                        |                                                                                                      |                                |  |                          |
|------------------------|------------------------------------------------------------------------------------------------------|--------------------------------|--|--------------------------|
| Essential Question     | How do natural events and human activities affect the environment?                                   |                                |  |                          |
| Vocabulary             | agricultural<br>declined<br>disorder                                                                 | identify<br>probable<br>thrive |  | unexpected<br>widespread |
| <b>Essentials</b>      | <b>Title</b>                                                                                         |                                |  |                          |
| Interactive Read Aloud | “Dams: Harnessing the Power of Water”<br>Genre: Argumentative Text                                   |                                |  |                          |
| Shared Read            | “Should Plants and Animals from Other Places Live Here?”<br>Genre: Argumentative Text   Lexile: 930L |                                |  |                          |
| Anchor Text            | <i>The Case of the Missing Bees</i><br>Genre: Argumentative Text   Lexile: 950L                      |                                |  |                          |
| Paired Reading         | “Busy, Beneficial Bees”<br>Genre: Expository Text   Lexile: 980L                                     |                                |  |                          |
| Writing                | Personal Narrative<br>Plan: Sequence<br>Draft: Description                                           |                                |  |                          |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Say ‘No’ to Drilling”
- **Shared Read:** “Should Plants and Animals from Other Places Live Here?”
- **Leveled Reader Main Selection:** The Great Plains (Lexile: 680L)
- **Leveled Reader Paired Selection:** “Save the Great Plains Wolves”
- **Writing:** Supporting Details

## 5th Grade Scope & Sequence

### SCAFFOLDING IN ACTION

#### Skill Building

- Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to select a central idea for a topic and find relevant and supporting details.
- Point out the word banks in the Reading/Writing Companion or provide one if not available when students are completing writing or speaking tasks to support their responses.
- For extended writing prompts, provide the Student Model found in Writer's Notebook>Teacher Resources>Unit 5 highlighting the language and structure a student will need in order to be able to reproduce their own personal narrative.
- For extended writing prompts, provide the Writer's Outline in the Writer's Notebook >Teacher Resources>Unit 5. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
- In discussion, model and have students use the sentence frames provided and word banks to support their responses.
- Provide students the Scaffolded Shared Read to help partners read and work through a text together.
- Provide the Visual Vocabulary cards to build content knowledge.

#### Extension

Digital Tool: Inquiry Space Performance Task: Investigate Solar Energy.  
 Wonders Connect to Content: Science. Reading/Writing Companion p. 102-107.  
 Research and Inquiry Projects (Teacher or Student Choice)

|                                          |                           |
|------------------------------------------|---------------------------|
| ● "A Better World With Satellites" (T26) | Product: Podcast          |
| ● "Shared Experiences" (T108)            | Product: Collage          |
| ● "Leaving a Trace" (T184)               | Product: Mock Blog Report |

## 5th Grade Scope & Sequence

### Unit 6

### Foundations

| PACING                              | STANDARDS AND SKILLS                                                                                                          |                 | INSTRUCTIONAL MATERIALS |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------|
| Dates specific to district calendar | <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Vocabulary</li> <li>Fluency</li> </ul>           |                 | Wonders 2023            |
| Week                                | Skills                                                                                                                        | Vocabulary      | Fluency                 |
| 1                                   | <ul style="list-style-type: none"> <li>Use knowledge of Greek and Latin roots to decode words</li> </ul>                      | Homophones      | Expression and Phrasing |
| 2                                   | <ul style="list-style-type: none"> <li>Use knowledge of Greek and Latin roots to decode words</li> </ul>                      | Homophones      | Intonation              |
| 3                                   | <ul style="list-style-type: none"> <li>Use knowledge of mythology to decode words</li> </ul>                                  | Paragraph Clues | Accuracy and Rate       |
| 4                                   | <ul style="list-style-type: none"> <li>Use knowledge of the number prefixes uni-, bi-, tri-, cent- to decode words</li> </ul> | Paragraph Clues | Expression and Phrasing |
| 5                                   | <ul style="list-style-type: none"> <li>Use knowledge of suffixes -ible, and -able to decode words</li> </ul>                  | Personification | Expression and Phrasing |

## 5th Grade Scope & Sequence

### Unit 6

### Language, Reading and Writing

| PACING                              | STANDARDS AND SKILLS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | END OF UNIT COMPETENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | KEY LANGUAGE USES |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Dates specific to district calendar | <p><b>Reading Literature/Reading Information</b></p> <ul style="list-style-type: none"> <li>Plot: Flashback</li> <li>Theme</li> <li>Character Perspective</li> <li>Point of View and Perspective</li> <li>Text Structure: Cause and Effect</li> <li>Text Features: Print and Graphic Features; Maps</li> <li>Poetic Elements: Imagery</li> <li>Comparative Reading</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Adverbs That Compare</li> <li>Negatives</li> <li>Sentence Combining</li> <li>Prepositional Phrases</li> <li>Verbals</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Narrative Writing Prompt: Historical Fiction</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Report on a topic or text</li> <li>Use appropriate facts and details</li> <li>Speak clearly</li> <li>Understandable pace</li> </ul> | <p><b>By the end of the unit, students will be able to:</b></p> <p>Narrate a fictional account with a logical sequence of events and demonstrating an effective use of character and plot development.</p> <p><b>Language Functions and Features</b></p> <ul style="list-style-type: none"> <li>Expanded noun groups to state who or what the narrative is about: (about the narration)</li> <li>Verbs to describe character behaviors, thoughts, feelings, and speech: Challenging, felt, learned, wondered, believed</li> <li>Pronouns to reference characters and ideas across the text: I, me, my</li> <li>Connectors to sequence time (first, next, then, last) and events (which only, later, while, when)</li> <li>Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling),</li> </ul> | NARRATE           |

5th Grade Scope & Sequence

|  |  |                                                                                                                                                                                                                                                                              |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <div>onomatopoeia (ZAP!)</div> <ul style="list-style-type: none"><li>• Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.)</li></ul> |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 1

|                        |                                                                         |                                     |                      |
|------------------------|-------------------------------------------------------------------------|-------------------------------------|----------------------|
| Essential Question     | How do different groups contribute to a cause?                          |                                     |                      |
| Vocabulary             | bulletin<br>contributions<br>diversity                                  | enlisted<br>intercept<br>operations | recruits<br>survival |
| <b>Essentials</b>      | <b>Title</b>                                                            |                                     |                      |
| Interactive Read Aloud | “Hope for the Troops”<br>Genre: Historical Fiction                      |                                     |                      |
| Shared Read            | “Shipped Out”<br>Genre: Historical Fiction   Lexile: 810L               |                                     |                      |
| Anchor Text            | <i>The Unbreakable Code</i><br>Genre: Historical Fiction   Lexile: 640L |                                     |                      |
| Paired Reading         | “Allies in Action:<br>Genre: Expository Text   Lexile: 870L             |                                     |                      |
| Writing                | Historical Fiction<br>Plan: Characters<br>Draft: Develop Plot           |                                     |                      |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Votes for Women”
- **Shared Read:** “Shipped Out”
- **Leveled Reader Main Selection:** Mrs. Gleeson’s Records (Lexile: 600L)
- **Leveled Reader Paired Selection:** “Scrap Drives and Ration Books”
- **Writing:** Complex Sentences

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 2

|                        |                                                                                                                               |                             |                        |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------|
| Essential Question     | How are living things adapted to their environment?                                                                           |                             |                        |
| Vocabulary             | adaptation<br>agile<br>cache                                                                                                  | dormant<br>forage<br>frigid | hibernate<br>insulates |
| <b>Essentials</b>      | <b>Title</b>                                                                                                                  |                             |                        |
| Interactive Read Aloud | “Bacteria: They’re Everywhere”<br>Genre: Expository Text                                                                      |                             |                        |
| Shared Read            | “Mysterious Oceans”<br>Genre: Expository Text   Lexile: 980L                                                                  |                             |                        |
| Anchor Text            | <i>Survival at 40 Below</i><br>Genre: Expository Text   Lexile: 990L                                                          |                             |                        |
| Paired Reading         | “Why the Evergreen Trees Never Lose Their Leaves”<br>Genre: Pourquoi Story   Lexile: 850L                                     |                             |                        |
| Writing                | Historical Fiction<br>Revise: Dialogue and Pacing<br>Peer Conferences<br>Edit and Proofread<br>Publish, Present, and Evaluate |                             |                        |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “Fennec Foxes”
- **Shared Read:** “Mysterious Oceans”
- **Leveled Reader Main Selection:** Cave Creatures (Lexile: 7101)
- **Leveled Reader Paired Selection:** “Why Bat Flies at Night”
- **Writing:** Paraphrasing

## 5th Grade Scope & Sequence

### Instructional Materials: Wonders Text Set 3

|                        |                                                                                                        |        |          |
|------------------------|--------------------------------------------------------------------------------------------------------|--------|----------|
| Essential Question     | What can our connections to the world teach us?                                                        |        |          |
| Vocabulary             | blares<br>connection                                                                                   | errand | exchange |
| <b>Essentials</b>      | <b>Title</b>                                                                                           |        |          |
| Interactive Read Aloud | “The Beat”<br>Genre: Lyric Poetry                                                                      |        |          |
| Shared Read            | “To Traveil,” “Wild Blossoms”<br>Genre: Lyric and Narrative Poetry   Lexile: NP                        |        |          |
| Anchor Text            | “You Are My Music (Tú eres mi musical),” “You and I”<br>Genre: Lyric and Narrative Poetry   Lexile: NP |        |          |
| Paired Reading         | “A Time to Talk”<br>Genre: Lyric Poetry   Lexile: NP                                                   |        |          |
| Writing                | Narrative Poem<br>Plan: Characters, Setting, and Plot<br>Draft: Figurative Language                    |        |          |

### Special Education Connection: Wonderworks

- **Interactive Read Aloud:** “The Culture Exchange”
- **Shared Read:** “To Travel!”, “Wild Blossoms”
- **Leveled Reader Main Selection:** Your World, My World (Lexile: 6801)
- **Leveled Reader Paired Selection:** “Do I Know You?”
- **Writing:** Homophones

## 5th Grade Scope & Sequence

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual Learners | <ul style="list-style-type: none"> <li>● Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to create details about characters, setting, plot, conflict and resolution.</li> <li>● Point out the word banks in the Reading/Writing Companion or provide one if not available when students are completing writing or speaking tasks to support their responses.</li> <li>● Support students in creating figurative language and using sensory details.</li> <li>● For extended writing prompts, provide the Student Model found in Writer's Notebook&gt;Teacher Resources&gt;Unit 6 highlighting the language and structure a student will need in order to be able to reproduce their own narrative poem.</li> <li>● For extended writing prompts, provide the Writer's Outline in the Writer's Notebook &gt;Teacher Resources&gt;Unit 6. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.</li> <li>● In discussion, model and have students use the sentence frames provided and word banks to support their responses.</li> <li>● Provide students the Scaffolded Shared Read to help partners read and work through a text together.</li> <li>● Provide the Visual Vocabulary cards to build content knowledge.</li> </ul> |
| Advanced Learners     | <p>Digital Tool: Inquiry Space Performance Task: Write About: Lewis &amp; Clark<br/>Wonders Connect to Content: Social Studies. Reading/Writing Companion p. 208-213.<br/>Research and Inquiry Projects (Teacher or Student Choice)</p> <ul style="list-style-type: none"> <li>● "Outstanding Contributions" (T26) Product: Cause/Effect Chart</li> <li>● "Blending In" (T108) Product: Slideshow</li> <li>● "Be Nice" (T184) Product: Email</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |