

Making Meaning Scope and Sequence Grade 5

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | |
|----------------------------|---|---|--|---|---|--|--|--|--|--|--|
| | The Reading Community | Using Text Features | Questioning | Analyzing Text Structure | Making Inferences | Making Inferences | Analyzing Text Structure | Determining Important Ideas and Summarizing | Synthesizing | Revisiting the Reading Community | |
| | Fiction | Expository Nonfiction | Expository Nonfiction | Fiction | Fiction and Poetry | Fiction and Expository Nonfiction | Expository Nonfiction | Narrative Nonfiction and Fiction | Fiction and Expository Nonfiction | | |
| Texts | <ul style="list-style-type: none"> The Lotus Seed Something to Remember Me By Everybody Cooks Rice | <ul style="list-style-type: none"> Rainforests "Follow That Ball! Soccer Catching On in the U.S." "All Work and No Play: Trends in School Recess" Great Women of the American Revolution | <ul style="list-style-type: none"> Big Cats | <ul style="list-style-type: none"> Tuck Everlasting | <ul style="list-style-type: none"> The Van Gogh Cafe "Speech Class" "October Saturday" "Eraser and School Clock" "back yard" | <ul style="list-style-type: none"> Richard Wright and the Library Card Uncle Jed's Barbershop Hurricanes Global Warming Rainforests | <ul style="list-style-type: none"> "Copycats: Why Clone?" "The Debate on Banning Junk Food Ads" "All-girls' and All-boys' Schools: Better for Kids?" "Do Kids Really Need Cell Phones?" "How to Make an Origami Cup" "Ashton Hammerheads Schedule for September 2015" "Blue Line Train Schedule" "Frontier Fun Park" Survival and Loss: Native American Boarding Schools | <ul style="list-style-type: none"> A River Ran Wild Harry Houdini: Master of Magic "Mrs. Buell" from Hey World, Here I Am! | <ul style="list-style-type: none"> "Review of Mrs. Buell" "Zoo" "12 seconds from death" "The Pros and Cons of Year-round Schools" "Year-round School: I'm for It" "Year-round School: I'm Against It" "Review of The Legend of Sleepy Hollow" | | |
| Length | 2 weeks | 3 weeks | 2 weeks | 4 weeks | 2 weeks | 3 weeks | 5 weeks | 4 weeks | 4 weeks | 1 week | |
| Purpose | During Unit 1, the students begin the important work of building their reading community. They hear and discuss stories, make text-to-self connections, and make text-to-text connections as they compare two stories in the same genre. They also explore the use of first- and third-person points of view in fiction. They begin Individualized Daily Reading (IDR) and learn how to select books at their independent reading levels, self-monitor their reading, and use a reading log. Socially, they learn the procedures for gathering for a read-aloud, "Turn to Your Partner," "Think, Pair, Share," and IDR. | During Unit 2, the students use text features to better understand information in expository text. They hear and read nonfiction texts, explore text features, and write in their reading journals. During IDR, the students practice self-monitoring their reading comprehension and begin to confer with the teacher individually about their reading lives and the texts they are reading. Socially, they learn the procedure for "Think, Pair, Write" and develop the skill of explaining their thinking. They analyze the effect of their behavior on others and on the group work, share their partners' thinking, and work in a responsible way. | During Unit 3, the students read expository text as they continue an across-grades exploration of animal life. In grade 5, the students focus on big cats and the challenges they face as endangered species. The students use schema to articulate all they know about the topic before they read. They learn the procedure for "Stop and Ask Questions" and use questioning to help them make sense of texts. During IDR, the students practice questioning as they read nonfiction texts independently, write in their reading journals, and continue to confer with the teacher individually about their use of comprehension strategies. They also review self-monitoring and learn "fix-up" strategies (rereading and reading ahead) that they can use when they don't understand what they have read. | During Unit 4, the students analyze the elements of narrative text structure in the novel Tuck Everlasting by Natalie Babbitt. They study character, setting, plot, and conflict, and they use questioning to help them make sense of the novel, determining whether their questions are answered explicitly or implicitly through inference. They also explore an important theme in the novel. During IDR, they practice asking themselves questions and analyzing character, setting, plot, and theme as they read novels independently. They also continue to confer with the teacher individually about the books they are reading. | During Unit 5, the students visualize and make inferences to make sense of narrative text and poetry, and they continue to ask questions and analyze the text structure of narrative text. They also learn to use a double-entry journal to record their thinking. During IDR, the students make inferences and use previously learned comprehension strategies to make sense of their independent reading. They continue to confer with the teacher individually about the texts they are reading. | During Unit 6, the students make inferences to understand causes and effects in narrative and expository text. They continue to use text structure to explore narrative text. They make text-to-text connections as they compare two historical fiction texts on their approaches to similar themes and topics, and explore the use of first- and third-person points of view in the texts. They also use schema to articulate all they think they know about a topic before they read. During IDR, the students think about the comprehension strategies they use to make sense of their independent reading. They also think about the inferences they make as they read independently, and they continue to confer with the teacher individually about the books they are reading. | During Unit 7, the students analyze how articles can inform by highlighting pros and cons and by investigating one side of an issue. They examine how functional texts such as schedules and instructions are organized to inform readers, and they use two functional texts to solve a problem. They also look at textbooks and think about how the expository text structures of sequence, cause/effect, and compare/contrast are used to organize information in the text. During IDR, the students use comprehension strategies and continue to confer with the teacher individually about the books they are reading. | During Unit 8, the students continue to make inferences to understand text. They also think about important ideas and supporting details in texts and use important ideas to build summaries. During IDR, the students think about the comprehension strategies they use when reading independently. They also identify important ideas and supporting details and practice summarizing, and they continue to confer with the teacher individually about the texts they are reading. | During Unit 9, the students synthesize by making judgments and forming opinions about texts, using evidence from the texts to support their conclusions. They integrate information from three texts on the same topic to speak knowledgeably about the topic. During IDR, the students practice verbally summarizing their reading, make judgments and form opinions about their independent reading, and continue to confer individually with the teacher about the books they are reading. They also read magazine and newspaper articles and discuss the authors' opinions. | During Unit 10, the students share book recommendations with the class and generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read. During IDR, the students read texts of their choice and share and discuss what they are reading with the class. They also discuss their growth as readers and as members of a classroom community. | |
| Whole-Class Comprehension | Students will: <ul style="list-style-type: none"> Discuss their reading lives Listen to and discuss stories Make text-to-self and text-to-text connections Explore the use of first- and third-person points of view Compare two stories Write about reading | Students will: <ul style="list-style-type: none"> Use text features to better understand information and locate key information in nonfiction texts Explore an ethical issue in a book Analyze text features Skim an expository nonfiction article by reading the title, subtitle, and headings Learn how to use a reading journal Write about reading | Students will: <ul style="list-style-type: none"> Use questioning to think about expository texts Use schema to think about all they know about a topic Build a body of knowledge about animal life Learn the procedure for "Stop and Ask Questions" Generate "I wonder" statements about a topic Ask questions about a book using who, what, where, when, why, and how Explore an ethical issue in a book Write about reading | Students will: <ul style="list-style-type: none"> Explore narrative text structure through discussions of plot, setting, character, conflict, and theme Use questioning to think about narrative text Use their questions to understand and discuss a novel Think about whether their questions are answered directly, indirectly, or not at all Explore climax and character change Write about story elements Write about reading | Students will: <ul style="list-style-type: none"> Make inferences to understand narrative texts Make inferences and visualize to understand poetry Use questioning to think about texts Use a double-entry journal Write about reading | Students will: <ul style="list-style-type: none"> Make inferences to understand narrative and expository texts Make inferences to explore causal relationships in narrative and expository texts Explore social and ethical issues in a story Discuss character change in a story Compare two historical fiction books Explore the use of first- and third-person points of view Use schema to identify what they think they know about a topic Write about reading | Students will: <ul style="list-style-type: none"> Analyze expository text structure Explore ways in which articles and functional texts are organized Explore the use of cause and effect, chronological, and compare and contrast relationships in textbooks Skim expository nonfiction articles by reading the titles, subtitles, headings, and subheadings Identify what they learn from articles, functional texts, and expository texts Explore how articles can inform by highlighting pros and cons Explore how articles can inform by investigating one side of an issue Explore an author's opinion Explore how functional texts inform readers Write about reading | Students will: <ul style="list-style-type: none"> Determine important ideas in texts Distinguish between important and supporting ideas in texts Take notes about important ideas Use important ideas to summarize Explore summaries Build summaries of their own texts Share summaries with partners and revise based on feedback Use schema to think about all they know about a topic Make inferences about texts Write about reading | Students will: <ul style="list-style-type: none"> Synthesize by forming opinions and making judgments about texts Hear, read, and discuss reviews Learn to write a review Give reasons for their opinions Find evidence in a story that supports their opinions Add opinion paragraphs to summaries Skim an expository nonfiction article by reading the title, headings, and subheadings Consider pro and con arguments and form opinions Integrate information from three texts on the same topic to speak knowledgeably about the topic Write about reading | Students will: <ul style="list-style-type: none"> Reflect on the students' growth as readers Reflect on the reading community Analyze the summary and opinion in a book review Begin their summer reading lists Revisit their reading logs and identify favorite books Select books to review Write and revise book reviews Write about reading | |
| Independent Practice (IDR) | Students will: <ul style="list-style-type: none"> Learn the procedure for Individualized Daily Reading (IDR) Learn a procedure for selecting texts at their independent reading levels Share their reading with partners and the class Learn and practice a procedure for self-monitoring Read independently for up to 15 min. | Students will: <ul style="list-style-type: none"> Practice self-monitoring Begin conferring about the students' reading lives and about books Share their reading with partners and the class Practice analyzing text features and identifying what they learn from them Read independently for 15–20 min. | Students will: <ul style="list-style-type: none"> Learn and practice "fix-up" strategies: rereading and reading ahead Wonder and ask questions about the topics of their texts and notice whether the texts explain what they wonder about and answer their questions Share interesting things they learned from their texts with partners Read independently for 20–25 min. | Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Discuss the characters, setting, plot, and conflicts or problems in their stories Discuss point of view in their stories Notice questions they have about their books as they read and share them with their class Think about theme in their stories Read independently for 25–30 min. | Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they use as they read Think about inferences they make as they read Practice making inferences as they read Read independently for up to 30 min. | Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they use as they read Think about inferences they make as they read Practice making inferences as they read Read independently for up to 30 min. | Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they used when reading independently Think about important ideas in their reading and share with the class Self-monitor to think about important ideas Discuss important ideas and supporting details Practice orally summarizing their reading and write summaries Think about point of view Read independently for up to 30 min. | Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they used when reading independently Practice orally summarizing their reading Form opinions and find evidence as they read | Students will: <ul style="list-style-type: none"> Confer about their reading lives Review and discuss self-monitoring and "fix-up" strategies Practice orally summarizing reading Read independently for up to 30 min. | | |
| Whole-class Vocabulary | In Weeks 1–2 students will: <ul style="list-style-type: none"> Learn and use 12 words from or about the unit's texts: clamor, pandemonium, towering, memento, reassure, tattered, moocher, delectable, hospitable, cuisine, vary, international Use context to determine word meanings Use the Latin roots mem and memor to determine word meanings Use the suffix -er Recognize synonyms Review words previously learned Build their speaking and listening skills | In Weeks 3–5 students will: <ul style="list-style-type: none"> Learn and use 18 words from or about the unit's texts: lush, dim, clamber, lurk, pollute, nourish, surge, stamina, dissatisfied, discontinue, blow off steam, restriction, heroine, resist, protest, daring, inform, establish Use a dictionary, glossary, or thesaurus Using the prefix dis- Recognize antonyms Recognize idioms Recognize proverbs Recognize words with multiple meanings Review words previously learned Build their speaking and listening skills | In Weeks 6–7 students will: <ul style="list-style-type: none"> Learn and use 12 words from or about the unit's texts: stun, solitary, sociable, extend, advantage, disadvantage, devour, dignified, thunderous, scarce, blunt, widespread Review antonyms and synonyms Recognize words with multiple meanings Recognize shades of meaning Use the prefix dis- Explore the suffix -ous Recognize shades of meaning Recognize words previously learned Build their speaking and listening skills | In Weeks 8–11 students will: <ul style="list-style-type: none"> Learn and use 24 words from or about the unit's texts: tranquil, contemplate, meager, grimace, stroll, battered, scour, helter-skelter, lol, luxurious, thrust, hunch, contented, uneasy, soothe, envious, emerge, reliable, exert, dab, rustle, clank, heave, budge Review synonyms and antonyms Recognize words with multiple meanings Recognize shades of meaning Recognize words with multiple meanings Explore the suffix -ly Review words previously learned Build their speaking and listening skills | In Weeks 12–13 students will: <ul style="list-style-type: none"> Learn and use 12 words from or about the unit's texts: harbor, picturesque, peculiar, conspicuous, suit, spectacle, thoughtful, desert/deserter, motionless, reverie, fanciful, exert, dab, rustle, clank, heave, budge Review synonyms and antonyms Recognize words with multiple meanings Use the suffixes -ly, -less, and -er Explore the suffix -ful Use the Latin root mot Review words previously learned Build their speaking and listening skills | In Weeks 14–16 students will: <ul style="list-style-type: none"> Learn and use 18 words from or about the unit's texts: hunger, discourteous, prejudice, bundle, selfless, resilient, moist, contact, typical, calamity, mobile, wobbly, currently, vast, convert, reuse, efficient, inefficient Review synonyms and antonyms Use the prefixes pre- and dis- and the suffix -less Use the Latin root justice Recognize words with multiple meanings Recognize shades of meaning Use context to determine word meanings Use a dictionary, glossary, and thesaurus Explore the prefixes re- and in- and the suffix -able Review words previously learned Build their speaking and listening skills | In Weeks 17–21 students will: <ul style="list-style-type: none"> Learn and use 30 words from or about the unit's texts: ethical, unethical, desirable, regulate, influence, consume/consumer, interact, academic, get on board, dependent, device, preteen, procedure, sequence, indicate, supreme, hair-raising, priority, resolve, compel, comply, squander, clash, defenseless, befuddled, heartless, quality, deliberately, drastic, injustice Recognize synonyms and antonyms Use context to determine word meanings Recognize idioms Use the prefix pre- and un- and the suffixes -less, and -er Use Latin roots Explore the prefix inter- and the suffix -tion Recognize words with multiple meanings Use a dictionary, glossary, and thesaurus Review words previously learned Build their speaking and listening skills | In Weeks 22–25 students will: <ul style="list-style-type: none"> Learn and use 18 words from or about the unit's texts: dwelling, deteriorate, vivid, wide-eyed, restore, supporter, on pins and needles, preposterous, breathtaking, master, mystify, momentous, dilapidated, cantankerous, disposition, lose your nerve, trickle, vexed Review synonyms and antonyms Use the suffix -er Recognize idioms Learn and use words of their choosing from their student-selected texts and the world around them Review words previously learned Build their speaking and listening skills | In Weeks 26–29 students will: <ul style="list-style-type: none"> Learn and use 18 words from or about the unit's texts: significant, insignificant, intrigue, cluster, grotesque, throng, plummet, knowledgeable, lurch, impact, billow, engrossed, argue, peer, values, positive, negative, commit Review antonyms Use context to determine word meanings Recognize words with multiple meanings Explore the suffix -ment Write a story using four of the words reviewed Share their stories with the class Review words previously learned Build their speaking and listening skills | In Week 30 students will: <ul style="list-style-type: none"> Review words they have learned during the year Build their speaking and listening skills | |
| Social Skills Development | Students will: <ul style="list-style-type: none"> Learn the procedure for gathering for a read-aloud Gather and work in a responsible way Listen carefully Learn the procedures for "Turn to Your Partner" and "Think, Pair, Share" Share their reading lives Listen to one another | Students will: <ul style="list-style-type: none"> Learn the procedure for "Think, Pair, Write" Begin working with new partners Share their partners' thinking with the class Explain their thinking Solve problems by working together Analyze the effects of their behavior on the group work Analyze the ways they have been interacting Examine how they are handling books and materials | Students will: <ul style="list-style-type: none"> Begin working with new partners Act respectfully toward their partners Learn discussion prompts to build on one another's thinking | Students will: <ul style="list-style-type: none"> Begin working with new partners Learn to use discussion prompts in pairs | Students will: <ul style="list-style-type: none"> Begin working with new partners Learn to confirm another person's thinking (Learn to use the prompt "I heard you say ____ Did I get that right?") Learn to use clarifying questions and statements Learn the procedure for "Heads Together" Contribute to group work Include everyone in the group work and discussions | Students will: <ul style="list-style-type: none"> Begin working with new partners Learn prompts to extend a conversation Learn the procedure for "Group Brainstorming" and brainstorm what they think they know about a topic | Students will: <ul style="list-style-type: none"> Begin working with new partners and groups Work in a responsible way during group work | Students will: <ul style="list-style-type: none"> Begin working with new partners Learn to use the prompt "The reason I think this is ..." Give reasons for their opinions Reach agreement before making decisions Discuss their opinions respectfully Support one another's independent work Give feedback in a caring way | Students will: <ul style="list-style-type: none"> Begin working with new partners Discuss the importance of expressing their true opinions Express their true opinions | Students will: <ul style="list-style-type: none"> Reflect on their growth as readers Share book recommendations for summer reading Reflect on their contributions to the reading community Reflect on how they have benefited from the reading community | |

Being a Writer Scope and Sequence Grade 5

| | Unit 1 | Unit 2 | Genre | Genre | Genre | Genre | Genre |
|---------------------------|---|--|--|--|---|---|---|
| | The Writing Community | The Writing Process | Personal Narrative | Fiction | Expository Nonfiction | Functional Writing | Opinion Writing |
| Texts | <ul style="list-style-type: none"> • The True Story of the 3 Little Pigs! • The Frog Prince Continued • "About Jon Scieszka" • "The Hippopotamushrooms" and "Oh Sleek Bananaconda" from Scranimals • "Lemonade" • "Backyard Bubbles" • My Rotten Redheaded Older Brother • Meteor! • "About Patricia Polacco" • Water Dance • Can It Rain Cats and Dogs? | <ul style="list-style-type: none"> • "More About Jon Scieszka" | <ul style="list-style-type: none"> • Knots in My Yo-yo String: The Autobiography of a Kid • Still Firetalking • "On Respect: What I Learned from Carl" • "On Helping Others: Learning a Valuable Lesson" | <ul style="list-style-type: none"> • The Wreck of the Zephyr • Moira's Birthday • Nothing Ever Happens on 90th Street • Sweet Music in Harlem • The Sweetest Fig • Uncle Jed's Barbershop • The Lotus Seed • Just a Dream • The Summer My Father Was Ten • "About Chris Van Allsburg" | <ul style="list-style-type: none"> • I Wonder Why Penguins Can't Fly and other questions about polar lands • I Wonder Why The Sahara Is Cold At Night and other questions about deserts • Rainforests • Extreme Earth Records • Global Warming • "About Seymour Simon" | <ul style="list-style-type: none"> • In this unit the teacher gathers examples of functional writing such as cookbooks, recipes, online maps with directions, schedules, menus, flyers, and books about how to make or do things. | <ul style="list-style-type: none"> • "WARNING: Too Much TV Is Hazardous to Your Health" • "Television: The Most Disparaged Resource of the Information Age" • "Animal Experimentation Saves Lives" • "Animal Testing: Here Is the Truth" • "School Uniforms" |
| Length | 3 weeks | 2 weeks | 4 weeks | 6 weeks | 6 weeks | 3 weeks | 3 weeks |
| Purpose | In Unit 1, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practices of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. They also confer with one another about their writing. | In Unit 2, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They reread their work critically and revise it, deleting extraneous information and clarifying confusing passages. They replace overused words with more interesting ones and explore strong opening sentences. They learn procedures for proofreading for spelling and conventions. They write final versions, publish them as books, and present their books from the Author's Chair. | In this unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, consistency in verb tenses, engaging openings, and effective endings. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives. | In this unit, the students explore fiction writing and they draft, revise, and publish their own stories. By hearing different kinds of fiction and exploring how authors get ideas and put stories together, the students learn how to integrate elements of character, setting, and plot into their own writing. They explore features of good fiction writing including developing interesting plots, using transitional words and phrases, and creating endings that bring a story's events to a close. They learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue, maintaining consistent verb tenses, and using first- and third-person points of view. | In this unit, the students immerse themselves in nonfiction texts about topics of interest to them. Each pair of students writes, revises, and publishes an informational report about a topic that interests them. They learn research skills, such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text, such as author biographies and bibliographies. Partners write an introduction to their report that captures the reader's interest. They use facts and examples to add substance to their writing and transitional words and phrases to link ideas. The students practice relevant skills and conventions, such as how to create text features and correct run-on sentences. | In this unit, the students explore functional writing. They read and discuss various types of functional writing and write directions for getting from one place to another. They explore craft elements of functional writing, including completeness, accuracy, and clarity, and they focus on using specific language and details in their writing. They explore using correlative conjunctions, such as either/or and both/and, in their directions. The students work with partners and in groups of four during the unit. | In this unit, the students read and write persuasive essays defending particular opinions as they explore the elements of opinion writing. They brainstorm topics and each student selects one to write about. The students learn to identify an audience and purpose for their essays, state and support their opinions with reasons, and use transitional words and phrases to connect opinions with reasons. They write introductions that capture their reader's interest and conclusions that restate their opinions and bring their essays to a close. They practice relevant skills and conventions, such as placing commas after introductory words, phrases, and clauses in sentences and correcting sentence fragments. They confer in pairs and revise their essays based on partner feedback. |
| Writing Craft and Genre | Students will: <ul style="list-style-type: none"> • Hear and discuss good writing • Learn about a professional author • Explore prewriting techniques | Students will: <ul style="list-style-type: none"> • Develop and publish a draft (from Unit 1) • Reread their drafts critically and revise them • Explore strong opening sentences | Students will: <ul style="list-style-type: none"> • Hear and discuss personal narratives • Write about significant experiences from students' own lives • Explore how those experiences resulted in learning or change • Use sensory details • Write engaging openings • Add information about learning or change • Write endings that draw a story's events to a close | Students will: <ul style="list-style-type: none"> • Hear and discuss fiction stories • Develop interesting plots that make sense (e.g., imaginary vs. real events, messy situations) • Continue to develop characters • Use descriptive details to convey character and setting • Use transitional words and phrases • Connect things that happen in the plot to what comes before and after | Students will: <ul style="list-style-type: none"> • Explore different ways to communicate information • Select any nonfiction topic to research and write about • Explore text features (e.g., sidebars and glossaries) • Do pre-research writing and narrow research focus • Identify effective keywords for an Internet search • Take notes and organize information by subtopic • Employ facts and examples related to the topic • Use transitional words and phrases • Create text features • Write interesting introductions, author biography sections, and bibliographies | Students will: <ul style="list-style-type: none"> • Hear, read, and discuss functional writing • Write directions for moving from one place in the classroom and school to another • Identify audience and purpose for functional writing • Check directions for completeness, accuracy, clarity, specific language, and details | Students will: <ul style="list-style-type: none"> • Hear and discuss persuasive essays • Write about personal opinions • Use reasons to support opinions • Add facts and details to reasons • Identify the audience and purpose of opinion writing • Write clear statements of opinion • Explore strong openings and conclusions that restate the opinion • Use transitional words and phrases to connect opinions and reasons |
| Skills and Conventions | Students will: <ul style="list-style-type: none"> • Explore writing from different points of view | Students will: <ul style="list-style-type: none"> • Generate alternatives for overused words • Look for confusing or extraneous information in their drafts • Proofread their writing for correct spelling, punctuation, and capitalization • Skill Practice Teaching Guide • Identify complete sentences (Lesson 1) • Identify compound sentences (Lesson 2) | Students will: <ul style="list-style-type: none"> • Identify and correct commonly misused words (there/their/they're) • Maintain consistency in verb tenses • Recognize and correct sentence fragments • Recognize and correct run-on sentences • Proofread for spelling, punctuation, and grammar • Skill Practice Teaching Guide • Identify dependent and independent clauses (Lesson 3) • Combine sentences (Lesson 4) • Find fragments and run-on sentences (Lesson 5) • Use nouns and possessive nouns (Lesson 7) | Students will: <ul style="list-style-type: none"> • Use prepositions and prepositional phrases • Explore first- and third-person points of view • Maintain consistent verb tense • Punctuate speech • Recognize and correct run-on sentences • Proofread for spelling, punctuation, and grammar • Skill Practice Teaching Guide • Use subject and object pronouns (Lesson 8) • Use possessive pronouns (Lesson 9) • Explore noun-pronoun agreement (Lesson 10) • Explore verbs (Lesson 12) • Explore perfect verb tense (Lesson 13) • Explore progressive verb tense (Lesson 14) | Students will: <ul style="list-style-type: none"> • Cite resources • Recognize and correct run-on sentences and fragments • Proofread for spelling, punctuation, and grammar • Skill Practice Teaching Guide • Explore shifts in verb tense (Lesson 15) • Use subject-verb agreement (Lesson 16) • Explore adjectives (Lesson 18) • Explore adverbs (Lesson 19) • Use prepositions and prepositional phrases (Lesson 20) • Explore correlative conjunctions (Lesson 21) | Students will: <ul style="list-style-type: none"> • Use correlative conjunctions, such as either/or and both/and • Proofread for spelling, punctuation, and grammar • Skill Practice Teaching Guide • Use interjections and punctuation to show emotion (Lesson 22) • Explore formal and informal English (Lesson 23) • Use commas in a series (Lesson 25) | Students will: <ul style="list-style-type: none"> • Place commas after introductory words, phrases, and clauses • Recognize and correct sentence fragments • Proofread for spelling, punctuation, and grammar • Skill Practice Teaching Guide • Use commas in introductory words and phrases (Lesson 26) • Use commas to set off yes and no, tag questions, and nouns of direct address (Lesson 27) • Use commas and quotation marks in dialogue and direct quotations (Lesson 28) |
| Independent Practice | Students will: <ul style="list-style-type: none"> • Build stamina for writing independently (e.g., 10–20 min. building to 30 min.) • Write freely about topics that interest them • Generate ideas from poetry • Generate ideas from their own lives • Generate ideas from nonfiction texts | Students will: <ul style="list-style-type: none"> • Build stamina for writing independently (e.g., 20–25 min. building to 30 min.) • Select one draft to complete and publish • Write strong opening sentences • Communicate ideas clearly in writing • Connect ideas in a way that makes sense • Make revisions that make sense and improve their writing • Proofread their writing | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Draft personal narratives • Select one draft to complete and publish • Communicate their ideas clearly in writing • Describe an interesting personal experience • Use descriptive sensory details and consistent verb tense throughout the piece • Write strong opening sentences and a closing that wraps it up • Recognize and correct commonly misused words there/their/they're • Assess their own writing • Make revisions that make sense and improve their writing | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Draft fiction stories and select one draft to complete and publish • Write stories that make sense and have characters with distinct traits that are shown through action, speech, or thought • Use transitional words and phrases • Write endings that draw the story's events to a close • Use sensory details to convey the setting • Use prepositions and prepositional phrases to vary sentences or make the writing easy to follow • Use first- and third-person point of view consistently • Assess their own writing • Make revisions that make sense and improve their writing | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Write information they have learned or are curious about • Write information they have they learned about their topics • Write notes about their topics in their own words (include facts, details, and definitions related to their topics) • Categorize and order their notes in a way that makes sense • Use their notes to write coherently about their topics • Use transitional words and phrases • Use expository text features (bibliography) • Make revisions that make sense and improve their writing | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Write directions that are complete, clear and easy to follow, accurate, and use specific language and details • Use either/or or and/both to make their directions clearer and easier to understand • Use a series of commas to make the directions easier to follow • Make revisions that make sense and improve their writing | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Identify opinions to write about • Write an interesting opening • Clearly state their opinions in their opening paragraphs • Give several different reasons supported with facts and details that support their opinions • Use transitional words and phrases • Conclude the essay by restating their opinions • Place commas after introductory words, phrases, and clauses • Make revisions that make sense and improve their writing |
| Social Skills Development | Students will: <ul style="list-style-type: none"> • Learn the procedures for gathering. Writing Time, "Turn to Your Partner," "Think, Pair, Share," and pair conferring • Express interest in and appreciation for one another's writing • Act responsibly while writing and conferring during Writing Time • Learn discussion prompts to build on one another's thinking • Ask one another questions about their writing • Use pair conference time responsibly | Students will: <ul style="list-style-type: none"> • Give their full attention to the person who is speaking • Ask for and receive feedback • Give feedback in a helpful way • Work independently during Writing Time • Initiate pair conferences about their drafts • Act considerately toward others • Discuss problems that arise in pair conferences • Handle materials responsibly • Share materials fairly • Present from the Author's Chair | Students will: <ul style="list-style-type: none"> • Work with new partners • Share their partners' thinking with the class • Discuss and solve problems that arise in their work together | Students will: <ul style="list-style-type: none"> • Work with new partners • Cultivate a relaxed attitude toward writing • Anticipate and solve problems that arise in their work together • Initiate pair conferences about their drafts | Students will: <ul style="list-style-type: none"> • Work with new partners • Assess how a solution is working and modify it if necessary • Reach agreement before making decisions • Make fair decisions • Share the work fairly • Agree and disagree in a caring way • Include one another and contribute to group work • Make decisions about how they will present their reports from the Author's Chairs | Students will: <ul style="list-style-type: none"> • Work with new partners • Act responsibly during a school walk • Reflect on the challenges of writing clear and accurate directions • Act responsibly outside the classroom | Students will: <ul style="list-style-type: none"> • Work with new partners • Share what they learn about their partners • Respectfully consider the opinions of others |

Being a Writer Scope and Sequence Grade 5

| | Genre | Unit 9 |
|----------------------------------|--|---|
| | Poetry | Revisiting the Writing Community |
| Texts | <ul style="list-style-type: none"> • "September" • "The Sea" • "Porch Light" • "Child Frightened by a Thunderstorm" • "fireworks" • "flamingo" • "Windshield Wiper" • "Gentle Sound of Rain" • "I Love the Look of Words" • "Poet Quotes: What Is Poetry?" | <ul style="list-style-type: none"> • "Writing Habits of Professional Authors" |
| Length | 2 weeks | 1 week |
| Purpose | In this unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about objects, weather, things that move or make noise, and months of the year. They learn that poets can break punctuation and capitalization rules intentionally, and they think about what this would look like in their own poems. | In Unit 9, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking. |
| Writing Craft and Genre | Students will: <ul style="list-style-type: none"> • Hear and discuss poems • Generate ideas for poems • Use sensory details • Use metaphor, simile, and personification • Use onomatopoeia and repetition of words and sounds • Use rhythm and rhyme • Explore the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems | Students will: <ul style="list-style-type: none"> • Reflect on growth as writers and as community members • Think about challenges they faced and what they have learned about writing • Review authors studied this year and reflect on and write about their favorite authors • Learn about the writing habits of professional authors • Plan summer writing |
| Skills and Conventions | Students will: <ul style="list-style-type: none"> • Explore how poets follow or intentionally break punctuation and capitalization rules for poetic effect • Proofread for spelling and (if applicable) punctuation Skill Practice Teaching Guide <ul style="list-style-type: none"> • Explore punctuating titles (Lesson 29) | Students will: <ul style="list-style-type: none"> • Use their word banks and proofreading notes to proofread their writing |
| Independent Practice | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Attempt to write poems rather than stories • Include sensory details in poems • Include other elements of poetry (e.g., sound, shape, placement of words on the page) • Consistently apply punctuation and capitalization choices throughout their poems • Make revisions that make sense and improve their writing | Students will: <ul style="list-style-type: none"> • Write independently for 30 min. • Write letters to next year's class about ways to be good writers |
| Social Skills Development | Students will: <ul style="list-style-type: none"> • Work with new partners | Students will: <ul style="list-style-type: none"> • Reflect on their contributions to the writing community • Reflect on how they have benefited from the writing community • Thank one another for their help |