# Grade 5

## Scope and Sequence

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Units of Study Focus</th>
<th>Key Learning</th>
<th>Student Outcomes</th>
<th>Benchmark (At end of time frame)</th>
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| September  | Taking Charge of Your Reading Life | • Readers make resolutions to read stronger and longer.  
• Readers synthesize when we retell: We fit the important parts of a book together.  
• Readers are active; we awaken ourselves by reading compelling books. | • I can make book recommendations  
• I can take part in an author study, reflecting knowledge of biographical information or response to one or more books by an author.  
• I can write notes to be used in later discussions or writing. | S |
| October-November | The Power of Story | • Readers use mental pictures to help them envision the lives of characters.  
• Readers infer to create theories about characters.  
• Readers use precise language to describe characters and their actions.  
• Readers put themselves in the character’s shoes to understand what the characters are thinking and feeling.  
• Readers try to consider a different character’s beliefs, even if it is very different from our own. | • I can gather and understand details while listening to the text that will help in understanding characters, setting and problem.  
• I can identify and discuss the problem, the events in the story and problem resolution. | S-T |
| December-January | History Lessons for Today's World | • Research is a process.  
• Researchers are experts on their topic.  
• Readers of narrative nonfiction apply what they know about fiction.  
• Readers use comprehension strategies, text features, and text structures to aid in the understanding of expository and narrative nonfiction.  
• Readers use a variety of skills to comprehend expository and narrative nonfiction text. | • I can provide evidence from the text or from personal experience to support written statements about text.  
• I support my thinking beyond the text with evidence from the text.  
• I provide evidence of understanding complex plots with multiple events and characters in responses to reading and in-text summaries. | S-T |
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| **February-March** | Moving from Fiction to Non-fiction Reading | • Readers understand stories are like our own lives; e.g. the characters in a story are like people we meet in life.  
• Biography readers learn a lot about history from studying the time, place and people’s behavior in a biography.  
• Biographies have their own patterns and reasons for being written.  
• Readers react and respond to text as they read. (i.e. take notes) | • I can identify descriptive language in nonfiction texts.  
• I can identify sequence and time order in nonfiction texts.  
• I use text structures and features to compare and contrast within expository nonfiction.  
• I identify the cause and effect within a text to continue learning ways nonfiction text structures can help them comprehend and quickly locate information.  
• I use text structures and features to identify the problem and solution within a text. | T |
| **March-April** | Studying the Character of Characters | • Readers study primary and secondary characters to learn the important ideas in a story.  
• Readers interpret an author’s use of language to help them understand the story.  
• Readers recognize the elements of various genres. | • I use knowledge of genre to speak about the quality or characteristics of a text.  
• I can speak about the underlying message or theme of a story and include rationales and evidence from the text | T-U |
| **May** | Patterns of Informational Texts | • Readers use a variety of strategies to understand the relationship of ideas within informational texts.  
• Readers identify the author’s point-of-view about topics and issues in informational text.  
• Readers use research to support their opinions. | • I explore the different types of nonfiction texts.  
• I learn from reading nonfiction texts.  
• I can infer meanings of words using information that comes before and after the words in surrounding sentences.  
• I use “fix up” strategies to support comprehension when meaning breaks down.  
• I use nonfiction text features. | T-U |