

SCOPE AND SEQUENCE – GRADE 5 ELA
White Brook Middle School, Easthampton, MA
School year 2014-2015

OVERVIEW

Unit 1:

Title: Introduction to Reader’s and Writer’s Workshops	Duration: 6-8 weeks
Core Course Objectives: RL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9 W 5.3a-e, 5.4, 5.5, 5.9, 5.10 SL 5.1a-d, 5.2 L5.5a-c	Major Writing Goal: Narrative Writing: Personal Narrative
Other Important Tasks: Summer Reading Project (should relate to and enhance content of Unit 1), “First 20 days” lessons from Fountas & Pinnell Introduction to Reader’s and Writer’s Workshop	Common Assessments: TBD
Text Types: Extended text, short stories and articles that focus on being authors. Shorter texts and picture books from all genres to use in First 20 days lessons so students can learn to identify text types and their features. Also-if teachers decide to use a focus on human rights, this may be the time to introduce the Universal Declaration of Human Rights.	

Unit 2:

Title: Opinions Matter	Duration: 10 weeks
Core Course Objectives: RI 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9,5.10 W 5.1a-d, 5.4, 5.5, 5.7, 5.10 SL 5.3, 5.4 L 5.6	Major Writing Goal: Opinion Writing: Formal Letter
Other Important Tasks: Short research project to support letter writing	Common Assessments: TBD
Text Types: A variety of both fiction and informational pieces with a focus on opinions backed up with evidence. Extended text may be related to the research project with a variety of different texts depending on student interest. Multimedia: Unit should include exposure to bias in sources and how to recognize legitimate sources for research and those that push an agenda	

Unit 3:

Title: A Character's Journey	Duration: 10-12 weeks
Core Course Objectives: RL 5.1, 5.2, 5.3, 5.7, MA5.8A, 5.10 W 5.3a-e, 5.4, 5.5, 5.9 SL 5.3, 5.5	Major Writing Goals: Extended Narrative Writing: Character sketch or short story with a focus on the growth of a character over time demonstrating changes in that character
Other Important Tasks: Prepare for MCAS test	Common Assessments: TBD
Text Types: Extended text MUST include two characters who grow and change for the purpose of studying RL 5.3. These characters must demonstrate growth, not just initiate growth in others. The extended text should be supported with short excerpts and stories that focus in on changes in characters or two characters interacting. Be sure to include plenty of related open response type questions for practice in applying these skills to MCAS	

Unit 4:

Title: Questioning History	Duration: 8 weeks
Core Course Objectives: RI 5.1, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10 W 5.2a-e, 5.4, 5.6, 5.7, 5.8, 5.9b, 5.10 SL 5.1a-d, 5.2, 5.3, 5.4 L 5.2d, 5.3a	Major Writing Goals: Information Writing: Research project on historical issue/event related to social studies lessons/units
Other Important Tasks: Research project Instruction in organizing for research, note taking, determining valid and reliable sources, as well as primary v. secondary sources.	Common Assessments: TBD
Text Types: A variety of nonfiction sources, including both primary and secondary sources, articles, encyclopedias, online databases/websites, historical texts	

Year-long:

Title: Word Generation/Vocabulary	Duration: ongoing- year-long
Core Course Objectives: L 7.4, L 7.4b, L 7.6	

Title: Poetry	Duration: ongoing- year-long
Core Course Objectives: RL 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9 W MA 5.3A, 5.5, 5.10 SL 5.6 L 5.3, 5.4a-c, 5.5a-c	

Notes:

These are important! Please read:

- This is intended as a scope and sequence only. Recommendations are only offered in order to provide guidance as to types of text or units that could be implemented. As long as the standards are followed for each unit, and the summative assessments are common, teachers have independence within each unit.
- EngageNY resources are offered as examples only. They can seem overwhelming, so don't feel as though you have to implement their units in their entirety.
- Writing and Reading support each other, so please attempt to integrate them as much as possible.

Resources:

Model Unit Plans, Suggested Texts, and Other Resources

Unit #1:

- WBMS Unit Plan/Text: What Makes a Story? Text: *Dear Mr. Henshaw* by Beverly Cleary
- Ralph Fletcher's book, *A Writer's Notebook*
- Lesson's for the Writer's Workshop by Joanne Portalupi and Ralph Fletcher
 - Lesson N1" What is a Writer's Notebook Anyway
 - Lesson N-5, N-6, N-7, N-8, N-14

- Excerpt from FAQ's on Barbara Kingsolver's website, "Do You Have Any Advice for Beginning Writers?"
- 2008 MCAS Open Response question on Hypothermia
- *New York Times* online: Writer's on Writing

Unit #2:

- WBMS Unit Plan: Opinions Matter
- Free the Children website and materials
- "We are the Children" newsmagazine episode from 60 minutes
- Lucy Calkins Units of Study "The Research-Based Argument Essay" Unit.
- Empowering Writers Unit: Persuasive Writing

Unit #3:

- WBMS Unit Overview: A Character's Journey
- EngageNY unit on *Esperanza Rising*
- Possible text: *Esperanza Rising* by Pam Munoz Ryan (other option-*The Secret Garden* by Frances Hodgson Burnett or other book with two characters who are fully developed).

Unit #4:

- Lucy Calkins Units of Study: *The Lens of History*
- National Geographic Picture Pack
- Liberty's Kids TV program
- *Magic Tree House Research Guide: American Revolution*
- *Focus on U.S. History: The Era of Revolution and Nation Forming:*
 - *Voices of Dissent, Voices of Consent*
 - *Loyalist or Patriot?*
 - *One Event, Two Pairs of Eyes*
- *Liberty!* (select pages)
- *Causes of the American Revolution: Focus on Boston*