Course Description: Macon Elementary utilizes a reading workshop model to address the reading standards for fiction and nonfiction. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

Fifth Grade Reading Scope and Sequence

	Unit	Timeframe
1	Book Study - *Frindle*	2 weeks
2	Nature's Fury	3 weeks
3	Book Study - *The Best Halloween Ever*	2 weeks
4	Give it all You've Got	5 weeks
5	Book Study - *The Best Christmas Pageant Ever*	3 weeks
6	Book Study - *The Winter of the Red Snow*	3 weeks
7	One Land, Many Trails	6 weeks
8	Poetry	2 weeks
9	Book Study - *The Best School Year Ever*	2 weeks
10	Book Study - Tuck Everlasting	3 weeks

Unit 1 **Book Study - *Frindle***
Standards addressed: 5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts 5.R.2.A.b Explain the theme or moral lesson, conflict, resolution in a story or novel. **Supporting Standards:** 5.R.1.D Read independently for multiple purposes over sustained periods of time. 5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings. 5.SL.1.A.b Posing and responding to specific questions to clarify or follow up on information and making comments that contribute to the discussion to link to the remarks of others
Essential Questions: How do words and mood show attitude? What are the underlying messages in the text? How do we draw meaning and understanding from a given text?
Learning Targets: Students will be able to identify and quote specific details from the text to support answers.

Students will be able to make and support inferences from the text.
Students will be able to explain the theme fo the text.
Students will be able to show how characters respond to situations within the text.

Content Vocabulary: cursive, dictionary, mistake, vocabulary, principal, media, newspaper, reporter, headline, photographer, monopoly, definition, profound, creative, research, experiment, detectives

Standard(s)	Text	Number of Days

Unit 2
Nature's Fury

Standards addressed:
5.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
5.R.1.C.a text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
5.R.2.A.d recognize foreshadowing
5.R.3.A.c The student will interpret factual information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.
5.R.3.C.c analyze how the pattern of organization of a text influences the relationships

Supporting Standards:
5.R.1.B.g using conversational, general academic, and domain specific words and phrases
5.R.3.B.a evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim
5.R.4.A.e explaining textual and graphics features of a web page and how they help readers to comprehend text

Essential Questions:
What is the history surrounding the text?
How does literature mirror life?
What are the underlying messages of the text?
How can reading across texts deepen my understanding of a topic?

Learning Targets:
Students will be able to draw conclusions and infer in both fiction and nonfiction texts.
Students will use context to identify the meaning of unfamiliar words.

Content Vocabulary:molten, summit, crust, eruption, lava, magma, cinders, crater, collide, funnel cloud, jagged, lightning, prairies, rotate, severe, sizzling, debris, devastation, fault, undulating, upheaval, impact, jolt, shuddered, susceptible

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Standard(s)	Text	Number of Days
5.R.1.A.a 5.R.1.B.g 5.R.1.C.a 5.R.2.A.d	***Earthquake Terror***	1 week
5.R.3.C.c 5.R.4.A.e	***Eye of the Storm***	1 week
5.R.1.A.a 5.R.1.B.g 5.R.3.A.c **5.R.3.B.a**	***Volcanoes***	1 week

Unit 3 **Book Study - *The Best Halloween Ever***
Standards addressed: 5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts. 5.R.1.A.a Drawing conclusion and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words 5.R.2.A.c Describe how a narrator's or speaker's point of view influences others **Supporting Standards:** 5.R.1.D Read independently for multiple purposes over sustained periods of time. 5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings. 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comment that contribute to the discussion to link to the remarks of others
Essential Questions: How do words and mood show attitude? What are the underlying messages in the text? How do we draw meaning and understanding from a given text?
Learning Targets: Students will be able to identify and quote specific details from the text to support answers. Students will be able to make and support inferences from the text. Students will be able to explain the theme of the text. Students will be able to show how characters respond to situations within the text.
Content Vocabulary: hysterical, tardiness, jimmied, realistic, bewildered, misconduct, policy, privileged, cautious, absolute, sly, protested, impressives, drafted, unexpected, convenient, vacate, discouraged, diagrams, temporarily, squalling, deserted, electrocuted, investigation

Standard(s)	Text	Number of Days

Unit 4
Give it All You've Got

Standards addressed:

5.R.1.A.a draw conclusions by referencing textual evidence to support analysis of
        what the text says explicitly as well as inferences drawn from the text.

5.R.1.A.b Drawing conclusions by providing textual evidence of what the text says explicitly as well as
        inferences drawn from the text

5.R.1.B.b using context to determine the meaning of unfamiliar or multiple-meaning words

5.R.1.B.g using conversational, general academic, and domain specific words and phrases

5.R.2.A.b explain the theme or moral lesson, conflict, and resolution in a story or novel

5.R.3.B.a Evaluate how well the author's purpose was achieved, identify reasons for the decision and
        provide evidence to support the claim

5.R.3.B.b analyze multiple accounts of the same event or topic, noting important similarities and
differences in the point of view they represent

5.R.3.C.a Identify devices used in biographies and autobiographies, including how an author presents
        major events in a person's life (e.g., dates, chronological order, maps, photos, captions)

5.R.3.C.c Interpret factual or quantitative information

5.R.3.C.d analyze multiple accounts of the same event or topic, noting similarities and differences in
the point of view

5.R.1.C.a Compare, contrast, and analyze relevant connections between: text to text (ideas and
        information in various fiction and nonfiction works, compare and contrast)

Supporting Standards:

Essential Questions:
What is the history surrounding the text?
How does literature mirror life?
What are the underlying messages of the text?
How can reading across texts deepen my understanding of a topic?

Learning Targets:
Students will be able to explain the theme of the text.
Students will be able to give key details that reveal the theme of the text.
Students will be able to identify evidence to support conclusions.

Content Vocabulary: amateur, artistic, compete, elements, judges, presentation, pressure, required, technical, adventure, cautious, concentrate, discomfort, dismayed, excitement, frightened, immobile, stamina, terrified, unsure, applause, debut, duo, limelight, embarrassed, pantomime, rehearsal, talent, cargo, colonies, express, liberty, oppose, Patriot, revolution, sentries, taxes

Standard(s)	Text	Number of Days
5.R.1.A.b 5.R.3.C.a 5.R.3.C.c	*Michelle Kwan*	1 week
5.R.1.A.a 5.R.1.B.a 5.R.1.B.b 5.R.2.A.b	*La Bamba*	1 week
5.R.1.A.a	*The Fear Place*	1 week

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Standard(s)	Text	
5.R.1.B.g		
5.R.1.A.a 5.R.1.B.b 5.R.1.B.g 5.R.3.B.a 5.R.1.C.a	*Mae Jemison*	1 week
5.R.3.B.b 5.R.3.C.d	*And Then What Happened, Paul Revere?*	1 week

Unit 5
Book Study - *The Best Christmas Pageant Ever*

Standards addressed:
5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.
5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel
5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.
5.SL.1.A.b Posing and responding to specific questions to clarify or following upon information and making comments that contribute to the discussion to link to the remarks of others
5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence
Supporting Standards:

Essential Questions:
How do words and mood show attitude?
What are the underlying messages in the text?
How do we draw meaning and understanding from a given text?

Learning Targets:
Students will be able to identify and quote specific details from the text to support answers.
Students will be able to make and support inferences from the text.
Students will be able to explain the theme of the text.
Students will be able to show how characters respond to situations within the text.

Content Vocabulary: dangerous, pester, tame, disguise, ordinary, contribution, tradition, rowdy, ridiculous, participate, antenna, bureau, manger, sly,sneaky, tradition, disgraceful, villain

Standard(s)	Text	Number of Days

Unit 6
Book Study - *The Winter of the Red Snow*

Standards addressed:
5.R.2.A.c describe how a narrator's or speaker's point of view influences events
5.R. 1.A.a Develop and demonstrate comprehension-reading skills in response to texts.
5.R.1.A.bdrawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel
5.R.1.B.b using conversational, general academic, and domain specific words and phrases
5.R.2.A.a compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
Supporting Standards:
5.SL.1.A.d listening for speaker's message and summarizing main points based on evidence

Essential Questions:
What is the history surrounding the text?
How does literature mirror life?
What are the underlying messages of the text?

Learning Targets:
Students will be able to identify and quote specific details from the text to support answers.
Students will be able to make and support inferences from the text.
Students will be able to explain the theme of the text.
Students will be able to show how characters respond to situations within the text.

Content Vocabulary: carcass, tripe, alliance, hearth, pullet, tricorn, trundle, bayonet, console, quill, fife, inkwell, apprentice, arrogant, brigade, chaplain, minuet, wretched, shorn, lavish, stout, rafters, quarter, resolution

Standard(s)	Text	Number of Days

Unit 7
One Land, Many Trails

Standards addressed:
5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
5.R.1.B.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
5.R.1.B.g using conversational, general academic, and domain specific words and phrases
5.R.1.C.text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
5.R.2.A.a compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts
5.R.2.A.c describe how a narrator's or speaker's point of view influences events
5.R.2.A.e explain the effect of a historical event or movement in literature
5.R.3.B.a evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim

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Supporting Standards:
5.SL.1.A.d listening for speaker's message and summarizing main points based on evidence

Essential Questions:
What is the history surrounding the text?
How does literature mirror life?
What are the underlying messages of the text?
How can reading across texts deepen my understanding of a topic?

Learning Targets:
Students will be able to identify the author's purpose.
Students will be able to identify how characters respond to conflict within a text.
Students will be able to give key details that reveal the theme of the text.
Students will be able to identify evidence to support conclusions.

Content Vocabulary: custom, determination, extended, inherited, raid, reputation, respect, claim, convinced, discouraged, fertile, heifer, homestead, immigrants, pioneer, prairie, sod, condolences, frantic, urgently, transformed, rugged, bandit, notorious, refugees, dictator, wounds, sombrero, bluff, herd, mares, milled, stallion, mustangs, ravine, remorse, skittered

Standard(s)	Text	Number of Days
5.R.1.A.b 5.R.1.C	**A Boy Called Slow**	1 week
5.R.1.A.b 5.R.1.C 5.SL.1.A.d	**Pioneer Girl**	1 week
5.R.2.A.a 5.R.2.A.e	**Elena**	1 week
5.R.1.B.d 5.R.1.B.g 5.R.2.A.a 5.R.2.A.c 5.R.3.B.a	**Black Cowboy, Wild Horse**	1 week
	My Side of the Mountain	2 weeks

Unit 8 Poetry

Standards addressed:
5.R.1.A.a drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
5.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
Supporting Standards:
5.R.2.B.a explain how poets use sound and visual elements in poetry
5.R.2.B.b identify forms of poems

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Essential Questions:
What words and images does the poet use to paint a picture for the reader?
How is reading poetry different from reading literature?

Learning Targets:
Students will be able to use evidence from the text to support an answer.
Students will be able to draw meaning from figurative language.

Content Vocabulary: meter, repetition, rhyme, rhyme scheme, couplets, free verse, metaphor, rhythm

Standard(s)	Text/Topic	Number of Days
5.R.2.B.a 5.R.2.B.b	**Poetry Components and Structure**	1 week
5.R.1.A.a 5.R.1.A.b	**Analyzing Poetry - "The Road Not Taken", "Friends or Not", "The Mother of Movement", "At the Flick of a Switch", "Something to Remember", "Every Day", "New School", "Sick"**	1 week

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Unit 9
Book Study - *The Best School Year Ever*

Standards addressed:
5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.
5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
5.R.1.A.b Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words
Supporting Standards:
5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.
5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others
5.SL.1.A.d Listening for speaker's message and summarizing main points based
on evidence

Essential Questions:
How do words and mood show attitude?
What are the underlying messages in the text?
How do we draw meaning and understanding from a given text?

Learning Targets:
Students will be able to identify and quote specific details from the text to support answers.
Students will be able to make and support inferences from the text.
Students will be able to explain the theme of the text.
Students will be able to show how characters respond to situations within the text.

Content Vocabulary: outlaw, hysterical, commotion, compliment, anonymous, civilize,

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messenger, commotion, compliment, doomed, outlaw, chomp, civilize, hysterical, anonymous, resigned, sculpture, supervisor		
Standard(s)	**Text**	**Number of Days**

Unit 10
Book Study - *Tuck Everlasting*

Standards addressed:
5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.
5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
5.R.1.A.b Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words
Supporting Standards:
5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.
5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others
5.SL.1.A.d Listening for speaker's message and summarizing main points based
on evidence

Essential Questions:
How do words and mood show attitude?
What are the underlying messages in the text?
How do we draw meaning and understanding from a given text?

Learning Targets:
Students will be able to identify and quote specific details from the text to support answers.
Students will be able to make and support inferences from the text.
Students will be able to explain the theme of the text.
Students will be able to show how characters respond to situations within the text.

Content Vocabulary: infinite, brooch, remnants, straddling, accessible, bristly, jaunty, galling, tangent, stationary, venture, burly, tranquil, populated, scornful, peculiar, vanity, surge, legal, outrage, confusion, ordeal, cahoots, peril, rigid, troupe, ketchup, custody, shrugged, fantastic, gingerly, parched, tension, clenched, sprawled, lapse, fleeting, persisted, bovine

Standard(s)	**Text**	**Number of Days**