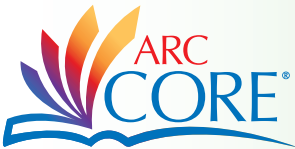


TRANSFORMATIVE LITERACY, GRADES K–12



5th-Grade Yearlong Scope & Sequence

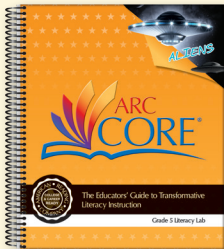
Unit 1

ARC Literacy Lab: Aliens
Building a Community of Avid Readers & Writers

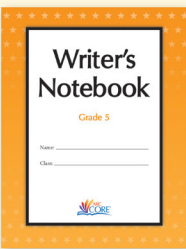


Paired Core Texts:
Fiction and Nonfiction

Hook Book Static Library:
Engage every student with
books proven to turn kids
into avid readers.



Framework for Best Practices



Student Notebook

IRLA: Identify what each student can do and what they MOST
need to learn next.



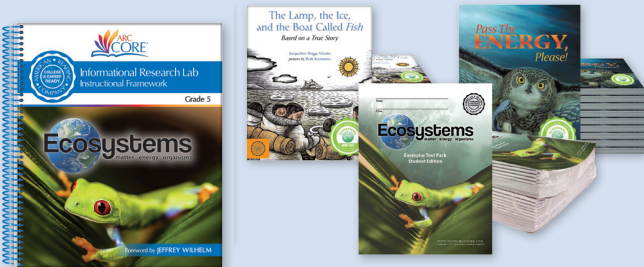
IRLA Toolkits: Facilitate differentiated instruction with authentic
text application in flexible, strategic small groups.



Unit 2

Informational Reading, Writing, & Research
in One Science Topic

Grade-Level Rigor: Use lessons and shared/close reading of
complex cross-genre texts to teach Science content and reading,
writing, and vocabulary.



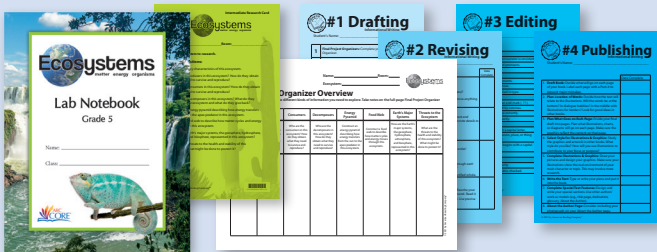
25 Copies Each of 3 Core Texts

Differentiated Support: Students practice applying what's been
taught as they research in informational books on the same topic.



100 Book Research Library

Integrated Reading & Writing: Students integrate new knowledge
and vocabulary to write their own informational texts.



SchoolPace: Monitor student reading progress in real time to
intervene early and accelerate growth.



Unit 3

Literature Reading, Writing, & Analysis
in One Literary Genre

Novel Study: Use lessons and shared/close reading of complex texts
to teach literary elements and analysis while building knowledge
and vocabulary in topics connected to the genre.



25 Copies Each of 3 Core Texts

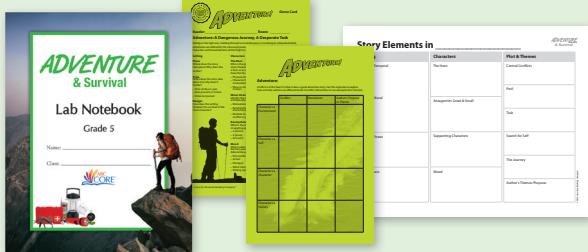
Genre Study: Students read from a library of both books in the
genre and informational texts related to the genre.



Literary Genre Text Set
(80 Books)

Informational Text Set
(20 Books)

Integrated Reading & Writing: Students read to write essays about
the genre and their own stories in the genre.



100 Book Challenge Rotating Classroom Libraries: Multicultural, multiperspective texts provide high-volume practice in school and
at home.



Unit 4

Argument Writing & Research
in One Social Studies Topic

Argument & Debate: Students learn History content as they learn
to make and evaluate proficient arguments.



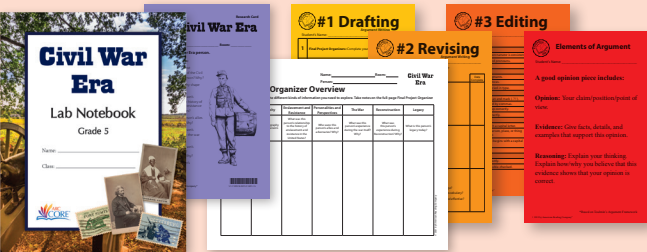
25 Copies Each of 3 Core Texts

Build Knowledge & Vocabulary Through Research: Students
practice applying what's been taught in the Unit's topics.



100 Book Research Library

Integrated Reading & Writing: Students integrate new knowledge
and vocabulary to form opinions and craft well-reasoned and
supported arguments on the topic.



Fifth-Grade Standards Scope & Sequence				
	Unit 1: ARC Literacy Lab	Unit 2: Informational Writing	Unit 3: Narrative Writing	Unit 4: Argument Writing
	Q1: 1st 6–8 Weeks of School	Q2: Approximate Weeks 9–17	Q3: Approximate Weeks 18–26	Q4: Approximate Weeks 27–36
Reading	Reading #1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Reading #4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Reading #10: Read and comprehend complex literary and informational texts independently and proficiently. + Review of all Reading Standards	Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Reading #7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Reading #3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Reading #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading #6: Assess how point of view or purpose shapes the content and style of a text. Reading #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	Across ALL Four Units: Reading #1, Reading #4, Reading #7, Reading #9, Reading #10		Across ALL Four Units: Reading #1, Reading #4, Reading #7, Reading #9, Reading #10	
Writing	Writing #9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Writing #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Writing #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
	Across ALL Four Units: Writing #4, Writing #5, Writing #6, Writing #7, Writing #8		Across ALL Four Units: Writing #4, Writing #5, Writing #6, Writing #7, Writing #8	
Speaking & Listening	Across ALL Four Units Speaking & Listening #1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Speaking & Listening #2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking & Listening #3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		Across ALL Four Units Speaking & Listening #4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Speaking & Listening #5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Speaking & Listening #6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
	Across ALL Four Units Language #1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Language #2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language #3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		Across ALL Four Units Language #4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Language #5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Language #6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Leave No Reader Behind	5th-Grade Independent Reading Level Assessment (IRLA) Targets*		5th-Grade Independent Reading Level Assessment (IRLA) Targets*	
	Unit 1 <div>5.0 (Or)5.2 (Or+)5.3 (Or+)5.4 (Or+)</div> *See SchoolPace for current target based on your school/district calendar.		Unit 3 <div>5.4 (Or+)5.5/5.6 (Or+)5.7 (Or+)5.8/5.9 (Or+)5.99 (Ready for Pu)</div>	