

Link Community Charter School
Grade 5 ELA: Readers Workshop Scope and Sequence

Time line	Unit Description/ Topic	Standards: CCCS	Essential Questions	Content: What will students know?	Skills: What will students be able to do?	Resources
Q1	Writing about Reading with Voice and Investment	RL.5.5 RL.5.6	What does strong writing about reading look like? How can we find ideas within literature to write about, and then use elements of the text itself to build on those ideas?	The importance of reading ambitiously What strong writing about reading looks like Writing about reading increases alertness while reading Using the text to develop ideas and expand on them The effect of perspective in literature Analytical thinking about literature Revising their writing	SW set goals for their reading. SW evaluate, identify, and create examples of writing about reading SW read more deeply, with more alertness SW find ideas within the text and use the text to expand on their thinking in their writing SW define and identify perspective/the effects that perspective and narrators have on a story SW begin to write analytically about literature by looking at a text's structure SW revise their own writing based on examples of strong writing about reading	Units of Study for Teaching Reading, Grade 5, Unit 1, Interpretation Book Clubs

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Q1	Raising the Level of Writing and Talking about Literature	RL.5.1 RL.5.2	There is a broad spectrum of fiction forms that have been used over the years. Structure of writing can reveal tone, mood, character, and meaning. Literary techniques are significant to expressing a subject meaningfully.	The different story elements Determining significance within literature How and why the author makes those significant elements noticeable Conflict and lessons characters face Creation of interpretations/theories Gathering evidence to deepen theories Debating Reflection	SW identify the different story elements and their significance SW predict/interpret how/why authors make those elements significant SW identify the conflicts a character faces and the lessons they learn SW understand other readers' perspectives and theories SW create theories/interpretations about literature SW participate in book clubs SW gather evidence to support their theories SW debate their viewpoints on literature with their peers SW reflect on their work within their book club	Units of Study for Teaching Reading, Grade 5, Unit 1, Interpretation Book Clubs

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Q1	Thematic Text Sets: Turning Texts Inside Out	RL.5.2 RL.5.3 RL.5.6 RL.5.9	<p>What is theme? What is the theme of the text I am reading?</p> <p>How do texts with similar themes differ from one another? How do they relate?</p> <p>How does theme affect the entirety of a text?</p>	<p>Basic understanding of theme and how to identify it within a text</p> <p>Common universal themes</p> <p>Identifying messages/lessons within a text</p> <p>Making connections</p> <p>Characters</p> <p>Connecting characters to theme</p> <p>Author's purpose</p> <p>Author's goals/intentions</p> <p>Author's craft</p>	<p>SW compare and contrast themes across texts</p> <p>SW identify universal themes</p> <p>SW identify the messages that a text conveys</p> <p>SW connect character's to the theme of a text</p> <p>SW compare and contrast the way in which character's connect to the theme</p> <p>SW analyze the choices that the author makes to gain new insights about the text.</p> <p>SW analyze the author's goals and how he/she achieves them in the text.</p>	Units of Study for Teaching Reading, Grade 5, Unit 1, Interpretation Book Clubs

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Q2	Working with Text Complexity	RI.5.2 RI.5.4 RI.5.5	<p>How can I accurately read a complex text?</p> <p>What are the elements of nonfiction texts and how does that affect how I read them?</p> <p>How should I approach a nonfiction text? How is it different from how I approach a fiction text?</p>	<p>The elements of nonfiction texts.</p> <p>Main idea/ways to identify main idea</p> <p>Implicit versus explicit main ideas</p> <p>Use of context clues</p> <p>Morphology of the English language</p> <p>Structures of nonfiction texts</p> <p>Elements of an effective summary</p>	<p>SW identify the elements of nonfiction texts.</p> <p>SW identify the main idea of nonfiction texts.</p> <p>SW learn strategies to help uncover main ideas that are implicitly stated.</p> <p>SW use context clues to determine the meaning of complex vocabulary.</p> <p>SW use the morphology of words to determine the meaning of complex vocabulary.</p> <p>SW identify nonfiction text structures.</p> <p>SW summarize complex nonfiction texts.</p>	Units of Study for Teaching Reading, Grade 5, Unit 2, Tackling Complexity

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Q2	Applying Knowledge about Nonfiction Reading to Inquiry Projects	RI.5.1 RI.5.6 RI.5.7 RI.5.8 RI.5.9	There is a broad spectrum of fiction forms that have been used over the years. Structure of writing can reveal tone, mood, character, and meaning. Literary techniques are significant to expressing a subject meaningfully.	Basic research skills/technology use The difference between (and the uses of) primary and secondary sources Determining main idea Background knowledge on their chosen research topic Informational writing - how to structure it, what to include, etc. Different levels of questions How to ask questions while reading Synthesizing Writing to expand on ideas about reading by including specific details Comparing and contrasting Author's purpose Author's craft Author's perspective Persuasive writing	SW conduct research on a topic of their choice. SW utilize different kinds of sources (i.e. videos, articles, observations, etc.). SW identify primary sources SW determine the main idea and patterns of their sources SW utilize background knowledge when approaching related texts SW write about their research SW ask questions at a variety of levels (i.e. factual/critical thinking) SW synthesize across subtopics SW write to expand on their ideas SW compare and contrast author's intentions and craft SW identify author's perspective and its affect on the text	Units of Study for Teaching Reading, Grade 5, Unit 2, Tackling Complexity

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Q3	Investigating Issues	RI.5.2 RI.5.5 RI.5.7 RI.5.8 RI.5.9	<p>What elements are present in a strong argumentative piece?</p> <p>What is required to participate in a debate?</p> <p>How can I best research to ensure that I have the strongest argument possible? How can I best back my argument up?</p>	<p>The structure of a strong argument (i.e. thesis, reasons, evidence, etc.)</p> <p>The definition and examples of a counterargument</p> <p>The structure and set up of debates</p> <p>Brainstorming/planning strategies for debating</p> <p>Basic research strategies</p> <p>Self-reflection</p> <p>Self-monitoring</p> <p>Organization of information</p> <p>Elements of an effective summary</p>	<p>SW recognize the structure of a strong argument (including reasons and evidence)</p> <p>SW identify and acknowledge counterarguments</p> <p>SW prepare for and participate in flash-debates</p> <p>SW develop background knowledge on their debate topics through research/reading</p> <p>SW reflect upon their reading and the information they gather</p> <p>SW summarize arguments in their own words, making sure to include all the essential parts</p> <p>SW prepare for and participate in formal debates</p>	Units of Study for Teaching Reading, Grade 5, Unit 3, Arguments and Advocacy

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Q3	Raising the Level of Research	RI.5.2 RI.5.6 RI.5.7 RI.5.8 RI.5.9	How can I expand on the ideas I've already come up with and make my argument even stronger? How can I best utilize a text to help me find evidence and strengthen my argument? How can I effectively educate my peers on my topic and argument?	Questioning strategies Narrowing down research focus Annotating texts Finding evidence to support arguments and reasons Discussion strategies and rules Strategies for approaching increasingly complex texts Perspective and its affect on a text Author's craft Evaluation of arguments/what makes a strong argument Debating	SW ask questions and develop new ideas about their research topics SW narrow down their focus for the second round of research SW annotate texts to find evidence for writing and discussion SW learn strategies for approaching increasingly complex texts SW analyze author's perspective and how it fits into the issue SW analyze author's craft SW evaluate arguments and the strength of their evidence SW prepare for and participate in debates	Units of Study for Teaching Reading, Grade 5, Unit 3, Arguments and Advocacy

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Q3	Researching a New Issue with More Agency	RI.5.2 RI.5.6 RI.5.7 RI.5.8 RI.5.9	How can I plan the best possible approach to my new research project? What can I do to make a difference about my research topic? Is there something that I can do to change or help it? How do different authors/texts approach the same/similar topics?	Planning and brainstorm techniques Good and bad examples of research projects How to hold an educated discussion Synthesizing across multiple texts on the same/similar topics Comparing and contrasting Author's craft Critical/analytical reading Advocacy Reflection Critical thinking about the future	SW create a plan for a new research project. SW develop new ideas about their topics through educated discussion. SW analyze multiple texts on the same topic, comparing and contrasting author's craft SW read nonfiction texts through critical lenses. SW advocate for change/for their topic SW identify how these research and argument building skills apply to life outside of school.	Units of Study for Teaching Reading, Grade 5, Unit 3, Arguments and Advocacy

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Q4	Historical Fiction Book Clubs or Fantasy Book Clubs	RL5.1, RL5.2, RL5.3, RL5.4, RL5.5, RL5.7, RL5.9, RL5.10 RF5.3, RF5.4 W5.9 SL5.1, SL5.2, SL5.6	How can I effectively participate in book clubs? How do I take information from both character and personal timelines and integrate them to determine important events in various plotlines? What strategies can I use to understand the assigned genre? How can I understand complex story lines and make sense of genre features (for example: magic, supernatural creatures, and historical context, etc.)?	Readers follow established routines and support members of their book clubs Good readers use a variety of information and various timelines to determine and explain important events. Good readers share what they have learned with others in a variety of ways. Readers use the context of the book to understand character behaviors and events Readers develop a suspension of disbelief	Identify setting and theme of story Identify events which occur to each character within the story Summarize events and identify plotlines within the story (oral and written) Identify main idea and details and how they affect characters actions (oral and written) Use questioning to explain events and details from the text Identify and record quotes from the text to support understanding and plotlines Compare and contrast the various characters and identify how each responds to various situations and events Collect details and examples from a text to show examples of various narrative elements used within that specific genre Summarize details from the text to show how a characters point of view influences events within the text Collect evidence of how the author uses characters to support particular points of view of the	Units of Study for Teaching Reading Common Core State Standards Appendix B: Text Exemplars and Sample Performance Tasks https://wvde.state.wv.us/teach21/documents/Appendix_B.pdf

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