



# Being a Reader™

EXPANDED SECOND EDITION

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## Scope and Sequence

Grade 5

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
<b>Unit 1</b> THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> <li>• <i>Because</i></li> <li>• <i>Turning Pages: My Life Story</i></li> <li>• “10 Ways Reading Improves Your Mind and Body”</li> <li>• <i>The Cat Man of Aleppo</i></li> <li>• <i>Off to Class: Incredible and Unusual Schools Around the World</i></li> <li>• <i>The Tragic Tale of the Great Auk</i></li> <li>• <i>Be the Change: A Grandfather Gandhi Story</i></li> <li>• “Word Collection”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• learn about genre</li> <li>• discuss their reading lives and share with the class what they like to read</li> <li>• use the reading strategies of questioning, making connections, and visualizing</li> <li>• explore themes in fiction and narrative nonfiction</li> <li>• explore nonfiction text features</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• learn a procedure for selecting books</li> <li>• practice choosing books on their own</li> <li>• learn a procedure for self-monitoring and practice it as they read</li> <li>• learn and use “fix-up” strategies</li> <li>• write about their ideas in their reading journals</li> <li>• notice what they are thinking about as they read</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, and analyze polysyllabic words</li> <li>• learn about etymology, morphemic analysis, word webs, word families, and morphemic transformations</li> <li>• review prefixes <i>sub-</i>, <i>super-</i>, and <i>trans-</i> and the “not” prefixes family</li> <li>• review suffixes <i>-ic</i> and <i>-al</i></li> <li>• learn about the features of dictionaries</li> <li>• begin their own word collection</li> <li>• review Greek and Latin roots</li> <li>• learn about word webs</li> <li>• learn about proverbs</li> <li>• learn syllabication strategies</li> <li>• learn about the schwa</li> </ul>	<ul style="list-style-type: none"> <li>• listen respectfully</li> <li>• share ideas</li> <li>• build and reflect on the classroom community</li> <li>• learn and practice classroom procedures</li> <li>• take responsibility for their learning and behavior</li> <li>• handle materials responsibly and share them fairly</li> <li>• ask clarifying questions and confirm each other’s thinking</li> <li>• share their partners’ thinking with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 1–4 (weekly throughout the unit)</li> <li>• Comprehension Checks 1–4</li> <li>• IDR Conference Record 1 (ongoing from Week 2, Day 5)</li> <li>• D-ELD Unit 1 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 1 End-of-Unit Assessment (Week 4)</li> <li>• Unit 1 Reading Comprehension Assessment (Week 4)</li> </ul>
<b>Unit 2</b> STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> <li>• <i>Tani’s Search for the Heart</i></li> <li>• “Satchmo’s Master Plan” from <i>Look Both Ways</i></li> <li>• “The Egyptian Myth of Isis and the Seven Scorpions”</li> <li>• “Amazing Auntie Anne”</li> <li>• “La visita”</li> <li>• <i>Wangari Maathai: The Woman Who Planted Millions of Trees</i></li> <li>• “The Green Belt Movement”</li> <li>• <i>Environmental Activist: Wangari Maathai</i></li> <li>• “Beautiful Town”</li> <li>• “Flowers”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• use the thinking tools “Stop and Ask Questions” and double-entry journals</li> <li>• use the reading strategies of making inferences, making connections, questioning, determining importance, summarizing, and synthesizing</li> <li>• learn about and discuss the story elements of character, setting, plot, theme, and challenges</li> <li>• identify important events and use these to identify main ideas in the text</li> <li>• make and confirm predictions</li> <li>• discuss the organization of nonfiction: description</li> <li>• use text features</li> <li>• write a shared summary of a text</li> <li>• consider what they think about the topics and how their thinking might have changed</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• complete a reading self-assessment and establish reading goals</li> <li>• generate independent thinking</li> <li>• write a reading journal entry</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, analyze, and spell polysyllabic words</li> <li>• learn about prefixes <i>co-</i>, <i>com-</i>, and <i>col-</i></li> <li>• learn about suffixes <i>-ive</i>, <i>-ative</i>, <i>-itive</i>, <i>-ion</i>, <i>-ation</i>, and <i>-sion</i></li> <li>• learn about the meaning of the Latin root <i>struct</i></li> <li>• discuss shades of meaning</li> <li>• create a synonym word web</li> <li>• notice and discuss spelling changes that take place when these suffixes are added to base words that end with a silent <i>e</i></li> <li>• use print and online thesauruses</li> <li>• use context to confirm words’ meanings</li> <li>• learn about the connection between etymology and spelling</li> <li>• learn about layers of the English language</li> <li>• revisit their word collections</li> </ul>	<ul style="list-style-type: none"> <li>• listen carefully and actively</li> <li>• use discussion prompts to build on one another’s thinking and extend conversations</li> <li>• share their partners’ thinking with the class</li> <li>• take responsibility for their learning and behavior</li> <li>• agree and disagree with one another in a caring and respectful way</li> <li>• ask clarifying questions</li> <li>• confirm they understand each other’s thinking</li> <li>• give reasons to support their thinking</li> <li>• reach agreement with their partners before making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 5–9 (weekly throughout the unit)</li> <li>• Comprehension Checks 5–8</li> <li>• IDR Conference Record 1 (continuing from Unit 1 through Week 2)</li> <li>• IDR Conference Record 2 (ongoing from Week 3, Day 1)</li> <li>• D-ELD Unit 2 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 2 End-of-Unit Assessment (Week 5)</li> <li>• Unit 2 Reading Comprehension Assessment (Week 5)</li> </ul>
<b>Unit 3</b> FICTION 5 weeks	<ul style="list-style-type: none"> <li>• <i>The Night Diary</i></li> <li>• “Moon”</li> <li>• “Quilt”</li> <li>• “Song to Mothers”</li> <li>• “Untitled Poem”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• learn about the characteristics of fiction, including story structure</li> <li>• use the reading strategies of questioning, making inferences, making connections, visualizing, synthesizing, and summarizing</li> <li>• discuss the story elements of character, setting, plot, themes and narrator</li> <li>• identify important events</li> <li>• use “Stop and Jot”</li> <li>• participate in close reading</li> <li>• write a summary of a novel</li> <li>• build fluency</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• think about the story elements of setting, character, plot, and theme</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, analyze, and spell polysyllabic words</li> <li>• read and discuss homophones</li> <li>• learn about the prefix <i>inter-</i></li> <li>• learn about the suffixes <i>-ize</i>, <i>-ify</i>, <i>-ure</i></li> <li>• learn about the Latin roots <i>fract/frag</i> and <i>rupt</i></li> <li>• use word parts and context to confirm words’ meanings</li> <li>• discuss the figurative language (similes, metaphors, and personification)</li> <li>• practice morphemic transformations</li> <li>• discuss nouns</li> <li>• create a word web</li> <li>• revisit word collections</li> </ul>	<ul style="list-style-type: none"> <li>• take responsibility for their learning and behavior</li> <li>• use clarifying questions</li> <li>• listen carefully and respectfully</li> <li>• confirm one another’s thinking</li> <li>• share their partners’ thinking with the class</li> <li>• give feedback in a helpful way</li> <li>• agree and disagree in a caring way</li> <li>• use discussion prompts to build on one another’s thinking and extend conversations</li> <li>• share partner time</li> <li>• support one another’s independent work</li> <li>• contribute ideas that are different from other people’s ideas</li> <li>• reflect on their partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 10–14 (weekly throughout the unit)</li> <li>• Comprehension Checks 9–11</li> <li>• IDR Conference Record 3 (ongoing throughout the unit)</li> <li>• D-ELD Unit 3 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 3 End-of-Unit Assessment (Week 5)</li> <li>• Unit 3 Reading Comprehension Assessment (Week 5)</li> </ul>

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> <li>use the reading strategies of making connections and summarizing</li> <li>generate independent thinking</li> </ul>			
<b>Unit 4</b> NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <li><i>I, Matthew Henson</i></li> <li><i>Life in the Ocean: The Story of Oceanographer Sylvia Earle</i></li> <li><i>Sharuko: Peruvian Archaeologist Julio C. Tello</i></li> <li>“Matthew Henson: American Polar Explorer”</li> <li>“Sylvia Earle: Marine Biologist”</li> <li>“Junko Tabei: Mountaineering Marvel”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>learn about the characteristics of narrative nonfiction</li> <li>build knowledge by reading and discussing biographies of people who have made a difference through exploration</li> <li>discuss the elements of biographies, including setting, important events, and theme</li> <li>learn about the structure of biographies</li> <li>discuss the organization of nonfiction: sequence</li> <li>use “Written Conversations”</li> <li>participate in close reading</li> <li>write an outline for a biography</li> <li>build fluency</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>self-monitor and use “fix-up” strategies</li> <li>determine important events and identify themes</li> <li>use the reading strategies of making connections, making inferences, and summarizing</li> <li>generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>discuss, read, analyze, and spell polysyllabic words</li> <li>build vocabulary connected to the theme of exploration</li> <li>read and discuss homophones</li> <li>learn about the prefix <i>auto-</i></li> <li>learn about the suffix <i>-logy/-ology</i> and <i>-ity</i></li> <li>learn about the roots <i>bio</i> and <i>mot/mob</i></li> <li>match words with the suffixes to their base words or roots</li> <li>complete a word sort</li> <li>create synonym word webs for the words connected to the Reading strand theme of exploration</li> <li>complete morphemic transformations for words connected to the Reading strand theme of exploration</li> </ul>	<ul style="list-style-type: none"> <li>learn and practice the procedure for “Heads Together”</li> <li>include everyone in and contribute to group work</li> <li>take responsibility for their learning and behavior</li> <li>contribute ideas that are different from their classmates’ ideas</li> <li>support one another’s independent work</li> <li>analyze the effects of their own behavior on group work</li> <li>reflect on their partnerships</li> <li>build on one another’s thinking</li> <li>listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 15–18 (weekly throughout the unit)</li> <li>Comprehension Checks 12–14</li> <li>IDR Conference Record 4 (ongoing throughout the unit)</li> <li>D-ELD Unit 4 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 4 End-of-Unit Assessment (Week 4)</li> <li>Unit 4 Reading Comprehension Assessment (Week 4)</li> </ul>
<b>Unit 5</b> EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> <li><i>The Woolly Monkey Mysteries: The Quest to Save a Rain Forest Species</i></li> <li>“Moshia’s New Forefoot” from <i>Bionic Beasts: Saving Animal Lives with Artificial Flippers, Legs, and Beaks</i></li> <li>“Asian and African Elephants”</li> <li><i>Bringing Back the Giant Panda</i></li> <li>“The Gorilla Doctors”</li> <li>“Meet the Gorilla Doctors”</li> <li>“Rainforest”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>learn about the characteristics of the genre of expository nonfiction</li> <li>build knowledge by reading and discussing texts about wild animal conservation</li> <li>use the reading strategies of determining importance, synthesizing, and summarizing</li> <li>discuss ways authors organize information in nonfiction texts, including sequence and cause/effect</li> <li>use text features</li> <li>participate in close reading</li> <li>discuss digital reading</li> <li>review how to find and evaluate credible online sources</li> <li>synthesize and write about what they learned about wild animal conservation</li> <li>build fluency</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>self-monitor and use “fix-up” strategies</li> <li>determine important ideas</li> <li>use the reading strategies of determining importance and summarizing</li> <li>generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>discuss, read, analyze, and spell polysyllabic words</li> <li>build vocabulary connected to the theme of wild animal conservation</li> <li>read and discuss homophones</li> <li>learn the meanings of the roots <i>terr</i>, <i>geo</i>, <i>aqua</i>, <i>hydra</i>, and <i>ject</i></li> <li>create a word web in pairs</li> <li>complete morphemic transformations</li> <li>discuss parts of speech</li> <li>revisit word collections</li> <li>create a found poem</li> </ul>	<ul style="list-style-type: none"> <li>listen respectfully and actively</li> <li>take responsibility for their learning and behavior</li> <li>include everyone in and contribute to the group work</li> <li>give reasons to support their thinking</li> <li>reach agreement before making decisions</li> <li>support one another’s independent work</li> <li>share their ideas with one another</li> <li>give feedback in a helpful way</li> <li>respectfully discuss and solve problems</li> <li>share their partners’ thinking with the class</li> <li>ask clarifying questions</li> <li>confirm one another’s thinking</li> <li>reflect on the classroom community and partnerships</li> <li>handle materials responsibly and share them fairly</li> <li>build on one another’s thinking</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 19–22 (weekly throughout the unit)</li> <li>Comprehension Checks 15–18</li> <li>IDR Conference Record 5 (ongoing throughout the unit)</li> <li>D-ELD Unit 5 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 5 End-of-Unit Assessment (Week 4)</li> <li>Unit 5 Reading Comprehension Assessment (Week 4)</li> </ul>
<b>Unit 6</b> PERSUASIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <li>“Is Social Media Good for Society?”</li> <li>“Save the Penny!”</li> <li>“Retire the Penny!”</li> <li>“Keep Cell Phones Out of School”</li> <li>“Cell Phones in Bay City Schools”</li> <li>“A Hard Look at Plastic Straw Bans”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>learn about the characteristics of persuasive nonfiction</li> <li>use the reading strategies of questioning and determining importance</li> <li>discuss audience and purpose</li> <li>identify and discuss author’s opinions and the reasons and evidence to support their opinions</li> <li>discuss aspects of author’s craft that make texts persuasive</li> <li>discuss the organization of nonfiction: compare/contrast, cause/effect, and problem/solution</li> <li>distinguish between facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>discuss, read, analyze, and spell polysyllabic words</li> <li>read and discuss homophones</li> <li>learn about the prefixes <i>anti-/ant-</i> and <i>contra-/counter-</i></li> <li>learn about the roots <i>dict</i> and <i>scrib/script</i></li> <li>analyze words with these suffixes using word-part and sentence clues</li> <li>read and discuss idioms</li> <li>read and discuss proverbs and adages</li> <li>revisit word collections</li> </ul>	<ul style="list-style-type: none"> <li>share their true opinions</li> <li>listen and discuss opinions respectfully</li> <li>share their partners’ thinking with the class</li> <li>include everyone in and contribute to group work</li> <li>build on one another’s thinking</li> <li>support one another’s independent work</li> <li>give feedback in a helpful way</li> <li>use “Heads Together”</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 23–26 (weekly throughout the unit)</li> <li>Comprehension Checks 19–21</li> <li>IDR Conference Record 6 (ongoing throughout the unit)</li> <li>D-ELD Unit 6 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 6 End-of-Unit Assessment (Week 4)</li> <li>Unit 6 Reading Comprehension Assessment (Week 4)</li> </ul>

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
	<ul style="list-style-type: none"> <li>• “Plastic Straw Bans: A Necessary Step”</li> <li>• “It’s Not Me, It’s You”</li> <li>• <i>The Cat Man of Aleppo</i></li> </ul>	<ul style="list-style-type: none"> <li>• participate in close reading</li> <li>• discuss how an image conveys information and a message</li> <li>• use “Written Conversations”</li> <li>• share and discuss their own opinions about topics</li> <li>• write a persuasive book recommendation</li> <li>• build fluency</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• think about author’s purpose, audience, fact, and opinion</li> <li>• use the reading strategies of determining importance and summarizing</li> <li>• generate independent thinking</li> </ul>			
<p><b>Unit 7</b>                      DRAMA                      4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Cucarachas</i></li> <li>• “Words are Birds”</li> <li>• “Today I Decided to Make Up a Word”</li> <li>• “A Flea and a Fly in a Flue”</li> <li>• “Dialogue”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss a play</li> <li>• use the reading strategies of making inferences, questioning, determining importance, and visualizing</li> <li>• discuss the play’s story arc and story elements, including character, setting, challenge or problem, and theme</li> <li>• participate in close reading</li> <li>• review and practice fluency skills they have learned, including reading with attention to punctuation, phrasing, and emphasizing certain words</li> <li>• perform dramatic readings of a play</li> <li>• work in groups to write and discuss facts and opinions about the genres</li> <li>• reflect on the reading community</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• think about the story elements of character, setting, plot, and theme</li> <li>• notice dialogue</li> <li>• use reading strategies</li> <li>• generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, analyze, and spell polysyllabic words</li> <li>• read and discuss homophones</li> <li>• match prefixes and roots with their meanings</li> <li>• compare sets of words</li> <li>• combine word parts to create words</li> <li>• discuss an idiom and a proverb</li> <li>• categorize words</li> <li>• analyze and sort words</li> <li>• locate words with suffixes in texts they read independently</li> <li>• review figurative language, including similes and metaphors</li> <li>• make connections among the meanings of roots</li> <li>• invent new words</li> <li>• review synonyms</li> <li>• think about shades of meaning</li> <li>• learn about and discuss riddles called “hink pinks”</li> <li>• revisit word collections</li> </ul>	<ul style="list-style-type: none"> <li>• take responsibility for their learning and behavior</li> <li>• listen respectfully and actively</li> <li>• share their ideas and explain their thinking</li> <li>• contribute ideas that are different from other people’s ideas</li> <li>• reach agreement before making decisions</li> <li>• give feedback in a helpful way</li> <li>• express interest in and appreciation for their classmates’ performances</li> <li>• solve problems respectfully</li> <li>• agree and disagree in a caring way</li> <li>• work responsibly in pairs</li> <li>• reflect on partnerships</li> <li>• discuss their growth as members of the classroom community</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 27–30 (weekly throughout the unit)</li> <li>• Comprehension Checks 22–23</li> <li>• IDR Conference Record 7 (ongoing throughout the unit)</li> <li>• D-ELD Unit 7 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 7 End-of-Unit Assessment (Week 4)</li> <li>• Unit 7 Reading Comprehension Assessment (Week 3)</li> </ul>



# Being a Reader™

EXPANDED SECOND EDITION

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DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

## Scope and Sequence

Grade 5

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
<b>Unit 1</b> THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> <li>“10 Ways Reading Improves Your Mind and Body”</li> <li>Turning Pages</li> <li>The Cat Man of Aleppo</li> <li>The Tragic Tale of the Great Auk</li> </ul>	<p><b>Words</b>  <i>researcher, flourish, compassionate, “big deal” (idiom)</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use nouns, verbs, and adjectives explicitly named</li> <li>review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>recount important information from an informational text using key vocabulary</li> <li>retell <i>Turning Pages</i> using key vocabulary, expanded sentences, and adjectives that add descriptive language</li> <li>collaboratively summarize an excerpt from <i>The Tragic Tale of the Great Auk</i></li> </ul>	<ul style="list-style-type: none"> <li>unpack words and phrases to better understand meaning</li> <li>analyze and expand sentences by adding descriptive words and phrases (including adjectives) to clarify ideas</li> <li>identify cohesive words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a narrative nonfiction text that tells the events of <i>The Cat Man of Aleppo</i> in order, using adjectives</li> <li>write their own versions of <i>The Cat Man of Aleppo</i> using adjectives and present to the group</li> </ul>	<ul style="list-style-type: none"> <li>Create an Infographic”</li> <li>Act Out Important Events</li> </ul>
<b>Unit 2</b> FOCUS ON STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> <li>Tani’s Search for the Heart</li> <li>“Satchmo’s Master Plan”</li> <li>Wangari Maathai</li> <li>“The Green Belt Movement”</li> <li>Environmental Activist: Wangari Maathai</li> </ul>	<p><b>Words</b>  <i>doubt, anticipate, encourage, benefit, goal</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use nouns and verbs explicitly named</li> <li>use antonyms (encourage / discourage)</li> <li>review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>collaboratively summarize “Satchmo’s Master Plan” using present-tense verbs and vocabulary from the text</li> <li>collaboratively summarize and synthesize from <i>Environmental Activist: Wangari Maathai</i> using vocabulary from the book</li> </ul>	<ul style="list-style-type: none"> <li>unpack words and phrases to better understand the text</li> <li>modify simple sentences with descriptive details to tell more about the subject</li> <li>identify cohesive words and phrases</li> <li>explore the language of sequence and cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct an expository nonfiction article about the Green Belt Movement using connecting words and phrases to connect ideas</li> <li>write their own expository articles about the Green Belt Movement</li> <li>present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>Role-Play an Interview with Tani</li> <li>Act Out Action Verbs</li> <li>Dramatize Dialogue</li> </ul>
<b>Unit 3</b> FOCUS ON FICTION 5 weeks	<ul style="list-style-type: none"> <li>The Night Diary</li> </ul>	<p><b>Words</b>  <i>confide, conflict, yearn for, react, express</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use nouns and verbs explicitly named</li> <li>use antonyms (conflict / agreement)</li> <li>identify verb types using the “Feeling, Thinking, and Doing Verbs” chart</li> <li>review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>collaboratively summarize excerpts from <i>The Night Diary</i> using present-tense verbs, adverbs, and adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>add adverbs and adverbial phrases that show how, when, or where</li> <li>add descriptive details to expand sentences further</li> <li>identify subject, pronouns, verbs (past and present tense), and connecting words that link ideas</li> <li>explore descriptive language and its effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct sentences summarizing important events from the beginning, middle, and end of <i>The Night Diary</i>, using connecting words and phrases</li> <li>write their own summary sentences from <i>The Night Diary</i></li> <li>present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>Illustrating a Scene from <i>The Night Diary</i></li> <li>Dramatize a Scene from <i>The Night Diary</i></li> <li>Illustrate a Scene from <i>The Night Diary</i></li> </ul>
<b>Unit 4</b> FOCUS ON NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <li>Sharuko</li> <li>Life in the Ocean</li> <li>“Matthew Henson: American Polar Explorer”</li> <li>“Junko Tabei: Mountaineering Marvel”</li> </ul>	<p><b>Words</b>  <i>fascinated, “soften the blow” (idiom), expedition, motivate, persevere</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>use adjectives, nouns, and verbs explicitly named</li> <li>analyze abstract nouns (words that name qualities)</li> <li>review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>collaboratively summarize excerpts from <i>Sharuko</i> and <i>Life in the Ocean</i> using past-tense verbs and sequence words</li> <li>collaboratively summarize “Matthew Henson: American Polar Explorer” using present-tense verbs and sequence words</li> </ul>	<ul style="list-style-type: none"> <li>analyze how abstract nouns help describe the subject of a biography</li> <li>explore the language of cause-and-effect</li> </ul>	<ul style="list-style-type: none"> <li>jointly construct a paragraph about Junko Tabei’s life, based on “Junko Tabei: Mountaineering Marvel”, using connecting words and phrases</li> <li>write and illustrate their own paragraphs about Junko Tabei’s life</li> <li>present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>Drawing Abstract Nouns</li> <li>Role-Play</li> <li>Plan an Expedition</li> </ul>

<p><b>Unit 5</b> FOCUS ON EXPOSITORY NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>The Woolly Monkey Mysteries</i></li> <li>• “Moshas’ New Forefoot” from Bionic Beasts</li> <li>• <i>Bringing Back the Giant Panda</i></li> <li>• “The Gorilla Doctors”</li> </ul>	<p><b>Words</b> <i>remote, permanent, function, endangered species, committed</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use adjectives and verbs explicitly named</li> <li>• discuss noun phrases / expanded noun phrases (e.g., endangered species)</li> <li>• review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>• collaboratively summarize <i>The Woolly Monkey Mysteries</i> using present-tense verbs and connecting words and phrases</li> <li>• collaboratively summarize <i>Bringing Back the Giant Panda</i> using present-tense verbs, nouns, and noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• explore cohesion words and phrases that show cause and temporal sequence</li> <li>• explore how authors use past-, present-, and future-tense verbs to explain how problems are solved over time</li> <li>• add detailed noun phrases with adjectives, prepositional phrases, and appositives</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct an expository nonfiction text about the Gorilla Doctors, based on “<i>The Gorilla Doctors</i>”, using important nouns, verbs, and expanded sentences</li> <li>• write their own expository texts about wild animal conservation</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Role-Play an Interview</li> <li>• Role-Play a Conversation</li> <li>• Draw and Write</li> </ul>
<p><b>Unit 6</b> FOCUS ON PERSUASIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> <li>• “Is Social Media Good for Society?”</li> <li>• “Cell Phones in Bay City Schools”</li> <li>• “Plastic Straw Bans: A Necessary Step”</li> <li>• “A Hard Look at Plastic Straw Bans”</li> </ul>	<p><b>Words</b> <i>debate, distract, access, toxic, reusable</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use verbs and adjectives explicitly named</li> <li>• discuss modal expressions / modal verbs (may, can, could, might, should, would)</li> <li>• review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>• collaboratively summarize “Is Social Media Good for Society?” using verbs that show positive and negative effects</li> <li>• collaboratively summarize “Plastic Straw Bans: A Necessary Step” using present-tense verbs, transitional words and phrases, and key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• examine how authors use verbs (including modal expressions) to show effects and persuade</li> <li>• identify main idea, reasons, and evidence; notice how authors connect ideas</li> <li>• identify cohesive words and phrases in a persuasive article</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct a persuasive nonfiction article based on “<i>A Hard Look at Plastic Straw Bans</i>”, using reasons, evidence, and a counterclaim</li> <li>• write their own persuasive nonfiction articles</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Role-Play a Debate</li> <li>• Create an Infographic</li> <li>• Creating a Persuasive Poster</li> </ul>
<p><b>Unit 7</b> FOCUS ON DRAMA 4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Cucarachas</i></li> <li>• “Dialogue”</li> </ul>	<p><b>Words</b> <i>deviation, unprecedented, radical, truce</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use nouns and adjectives explicitly named</li> <li>• review unit vocabulary through Charades</li> </ul>	<ul style="list-style-type: none"> <li>• retell parts of <i>Cucarachas</i> using vocabulary and language from the play</li> </ul>	<ul style="list-style-type: none"> <li>• identify cohesive words and phrases in the play and the poem</li> <li>• explore the language of cause and effect; discuss the role of dialogue</li> <li>• identify orientation, rising action, climax, falling action, and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct an alternative ending to <i>Cucarachas</i>, incorporating dialogue and stage directions</li> <li>• write their own alternative endings to <i>Cucarachas</i></li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic Reading</li> </ul>



# Being a Reader™

EXPANDED SECOND EDITION

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SMALL-GROUP COMPREHENSION

## Scope and Sequence

Grade 5

## Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><b>On My Block</b> Expository nonfiction ■ Lexile®: N/A</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Determining Importance</li> <li>• Summarizing</li> <li>• Synthesizing</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meaning</li> <li>• Using Homographs</li> </ul>	<p><b>Day 1:</b> Making Connections and Determining Importance</p>	<p><b>Day 2:</b> Determining Importance</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Summarizing and Synthesizing</p>	<p><b>Day 4:</b> Determining Word Meaning and Using Homographs</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b>“Making a Place for Bikes”</b> Expository nonfiction ■ Lexile®: 950L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identifying Topic</li> <li>• Determining Important Ideas</li> <li>• Discussing Cause and Effect</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Combining Sentences</li> </ul>	<p><b>Day 1:</b> Reading an Expository Nonfiction Article</p>	<p><b>Day 2:</b> Identifying Topics and Determining Important Ideas</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Discussing Cause and Effect</p>	<p><b>Day 4:</b> Combining Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b>Fossils</b> Expository nonfiction ■ Lexile®: 880L and <b>Living Fossils: Clues to the Past</b> Expository nonfiction ■ Lexile®: 1040L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discussing Text Features</li> <li>• Determining Important and Main Ideas</li> <li>• Discussing Author’s Purpose</li> <li>• Making Connections</li> </ul> <p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Sharing and Supporting Opinions</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Unscrambling Sentences</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meaning</li> </ul>	<p><b>Day 1:</b> Discussing Text Features and Reading Part of an Expository Nonfiction Book <i>Fossils</i></p> <p><b>Day 5:</b> Identifying Text Features, Reading Part of an Expository Nonfiction Book, and Identifying Important Ideas <i>Living Fossils</i></p>	<p><b>Day 2:</b> Reading Part of an Expository Nonfiction Book <i>Fossils</i></p> <p><b>Day 6:</b> Reading Part of an Expository Nonfiction Book and Identifying Important and Main Ideas <i>Living Fossils</i></p>	<p><b>Day 3:</b> Identifying Important and Main Ideas <i>Fossils</i></p> <p><b>Assessment:</b> Group Discussion Observation</p> <p><b>Day 7:</b> Sharing and Supporting Opinions, Making Connections, and Discussing Author’s Purpose <i>Living Fossils</i></p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Unscrambling Sentences <i>Fossils</i></p> <p><b>Assessment:</b> Exit Ticket</p> <p><b>Day 8:</b> Determining Word Meaning <i>Living Fossils</i></p> <p><b>Assessment:</b> Exit Ticket</p>

## Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><b><i>The Case of the Vanishing Honeybees: A Scientific Mystery</i></b> Expository nonfiction ■ Lexile®: 980L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Discussing Text Features</li> <li>Determining Important and Main Ideas</li> <li>Discussing Author’s Purpose</li> <li>Making Connections</li> </ul> <p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>Sharing and Supporting Opinions</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Determining Word Meaning</li> </ul>	<p><b>Day 1:</b> Discussing Text Features, Reading Part of an Expository Nonfiction Book, and Identifying Important Ideas</p>	<p><b>Day 2:</b> Reading Part of an Expository Nonfiction Book and Identifying Important Ideas</p>	<p><b>Day 3:</b> Reading Part of an Expository Nonfiction Book and Identifying Important Ideas</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Reading Part of an Expository Nonfiction Book and Identifying Important Ideas</p>
		<p><b>Day 5:</b> Reading Part of an Expository Nonfiction Book, Identifying Important and Main Ideas, and Jigsawing</p>	<p><b>Day 6:</b> Determining Word Meaning</p> <p><b>Assessment:</b> Exit Ticket</p>	<p><b>Day 7:</b> Watching an Expository Nonfiction Video, Sharing and Supporting Opinions, Making Connections, and Discussing Author’s Purpose</p> <p><b>Assessment:</b> Group Discussion Observation</p>	
<p><b>“From Wild to Mild”</b> Expository nonfiction ■ Lexile®: 1000L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Discussing Text Features</li> </ul> <p><b>Self-Monitoring and Self-Correcting</b></p> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Using Em Dashes</li> </ul>	<p><b>Day 1:</b> Reading an Expository Nonfiction Article and Self-Monitoring</p>	<p><b>Day 2:</b> Reading an Expository Nonfiction Article, Self-Monitoring, and Self-Correcting</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Discussing Text Features</p>	<p><b>Day 4:</b> Using Em Dashes</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b><i>Safe Harbor</i></b> Realistic novel-in-verse ■ Lexile®: 840L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>Responding to Literature</li> <li>Participating in Book Discussions</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Participating in Book Discussions</p>
		<p><b>Day 5:</b> Participating in Book Discussions</p>	<p><b>Day 6:</b> Participating in Book Discussions</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Expanding Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>	

## Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><b><i>How Tía Lola Saved the Summer</i></b> Realistic fiction ■ Lexile®: 850L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Responding to Literature</li> <li>• Participating in Book Discussions</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>• Understanding Cohesion</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Participating in Book Discussions</p>
		<p><b>Day 5:</b> Participating in Book Discussions</p>	<p><b>Day 6:</b> Participating in Book Discussions</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Understanding Cohesion</p> <p><b>Assessment:</b> Exit Ticket</p>	
<p><b><i>Dorothea Lange: The Photographer Who Found the Faces of the Depression</i></b> Narrative nonfiction ■ Lexile®: 1030L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identifying Important Events</li> <li>• Making Connections</li> </ul> <p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Sharing and Supporting Opinions</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Understanding Idioms</li> </ul>	<p><b>Day 1:</b> Sharing and Supporting Opinions</p>	<p><b>Day 2:</b> Sharing and Supporting Opinions</p>	<p><b>Day 3:</b> Identifying Important Events and Making Connections</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Understanding Idioms</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b><i>The Ballad of Tubs Marshfield</i></b> Fiction ■ Lexile®: N/A</p>	<p><b>Setting the Foundation Using Fiction:</b></p> <ul style="list-style-type: none"> <li>• Previewing the Novel</li> <li>• Generating Book Club Agreements</li> <li>• Exploring Ways Readers Think About Texts</li> <li>• Making a Book Club Schedule</li> <li>• Building On One Another's Thinking</li> <li>• Turning Journal Entries into Conversation Starters</li> <li>• Asking Powerful Questions</li> </ul>	<p><b>Day 1:</b> Previewing the Novel and Generating Book Club Agreements</p>	<p><b>Day 2:</b> Exploring Ways Readers Think About Texts</p>	<p><b>Day 3:</b> Making a Book Club Schedule</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Building On One Another's Thinking</p>
		<p><b>Day 5:</b> Turning Journal Entries into Conversation Starters</p>	<p><b>Day 6:</b> Asking Powerful Questions</p> <p><b>Assessment:</b> Group Discussion Observation</p>		

## Small-Group Comprehension, Grade 5

Text	Instructional Focus	Lesson			
<p><b><i>The Story of Car Engineer Soichiro Honda</i></b>                      Expository and narrative nonfiction                      ■ Lexile®: 1010L</p>	<p><b>Setting the Foundation Using Nonfiction:</b></p> <ul style="list-style-type: none"> <li>• Previewing the Book</li> <li>• Generating Book Club Agreements</li> <li>• Exploring Ways Readers Think About Texts</li> <li>• Making a Book Club Schedule</li> <li>• Building On One Another’s Thinking</li> <li>• Turning Journal Entries into Conversation Starters</li> <li>• Asking Powerful Questions</li> </ul>	<p><b>Day 1:</b> Previewing the Book and Generating Book Club Agreements</p>	<p><b>Day 2:</b> Exploring Ways Readers Think About Texts</p>	<p><b>Day 3:</b> Making a Book Club Schedule</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Building On One Another’s Thinking</p>
		<p><b>Day 5:</b> Turning Journal Entries into Conversation Starters</p>	<p><b>Day 6:</b> Asking Powerful Questions</p> <p><b>Assessment:</b> Group Discussion Observation</p>		

## Small-Group Comprehension, Grade 5

### Book Clubs Mini-Lessons\*

Mini-Lesson Type	Genre Focus	Instructional Focus
<b>Discussion Support</b>	Any genre	Mini-Lesson 1, “Asking Follow-Up Questions”
	Any genre	Mini-Lesson 2, “Sharing Airtime”
	Any genre	Mini-Lesson 3, “Setting Goals for More Robust Discussions”
<b>Fiction Comprehension**</b>	Fiction	Mini-Lesson 4, “Investigating Character”
	Fiction	Mini-Lesson 5, “Tracking Characters’ Challenges and Solutions”
	Fiction	Mini-Lesson 6, “Exploring Setting”
	Fiction	Mini-Lesson 7, “Savoring Word Choice”
	Fiction	Mini-Lesson 8, “Reflecting On Themes”
<b>Nonfiction Comprehension</b>	Nonfiction	Mini-Lesson 9, “Learning from Text Features”
	Nonfiction	Mini-Lesson 10, “Asking Questions Before Reading”
	Nonfiction	Mini-Lesson 11, “Identifying Important Ideas”
	Nonfiction	Mini-Lesson 12, “Troubleshooting Comprehension Problems”
<b>Book Choice</b>	Any genre	Mini-Lesson 13, “Conducting a Book Pass”

\*Mini-lessons can be used as needed, with any text.

\*\*Some of the Fiction Comprehension mini-lessons can be used with nonfiction texts and vice versa. For example, many nonfiction texts use rich word choice, and many fiction texts include text features.