

Califon School

Scope and Sequence

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Then include in front of your Reading Scope:

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade: Fifth

Subject: English Language Arts

| Unit | Sept. | | Oct. | | Nov. | | Dec. | | Jan. | | Feb. | | Mar. | | Apr. | | May | | June | |
|--|-------|---|------|---|------|---|------|---|------|---|------|---|------|---|------|---|-----|---|------|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Unit 1 Launch, Realistic Fiction, Grammar, Personal Narratives and Memoirs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Unit 2 Essays, Informational Reading, Persuasive Writing and Reading for Unique Characters | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Unit 3 Historical Fiction and Research Report | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Unit 4 Poetry, Fantasy, and Book Buddies | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

