

**Fifth Grade Dual Immersion**  
 English Language Arts  
 Scope and Sequence At-A-Glance  
 2017-18

<b>Dates</b>	<b>AUG 21 – OCT 6</b>	<b>OCT 9 – NOV 17</b>	<b>NOV 27 – JAN 12</b>	<b>JAN 16 – FEB 23</b>	<b>FEB 26 – APR 13</b>	<b>APR 16 – MAY 25</b>
<b>Instructional Days</b>	<b>34 days</b>	<b>27 days</b>	<b>27 days</b>	<b>27 days</b>	<b>30 days</b>	<b>30 days</b>
<b>Unit</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Main Selections</b>	<b>Week 1:</b> Red Kayak <b>Week 2:</b> Thunder Rose <b>Week 5:</b> Ten Mile Day	<b>Week 2:</b> Hold the Flag High <b>Week 3:</b> The Ch'i-lin Purse <b>Week 5:</b> The Midnight Ride of Paul Revere	<b>Week 2:</b> Leonardo's Horse <b>Week 3:</b> The Dinosaurs of Waterhouse Hawkins <b>Week 4:</b> Mahalia Jackson	<b>Week 1:</b> Weslandia <b>Week 2:</b> Tripping over the Lunch Lady <b>Week 5:</b> The Gymnast	<b>Week 2:</b> The Unsinkable Wreck of the R.M.S. Titanic <b>Week 3:</b> Talk with an Astronaut <b>Week 5:</b> Ghost Towns of the American West	<b>Week 1:</b> The Truth About Austin's Amazing Bats <b>Week 2:</b> The Mystery of St. Matthew Island <b>Week 4:</b> The Hindenburg
<b>Big Question</b>	<b>What kinds of challenges do people face and how do they meet them?</b>	<b>What makes people want to do the right thing?</b>	<b>What do people gain from the work of inventors and artists?</b>	<b>How do people and animals adapt to different situations?</b>	<b>Who goes seeking adventure and why?</b>	<b>What can we learn from encounters with the unexpected?</b>
<b>Target Skills &amp; Strategies</b>	<ul style="list-style-type: none"> <li>• Characters, Setting, Plot &amp; Sequence</li> <li>• Cause &amp; Effect</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Draw Conclusions</li> <li>• Sequence</li> <li>• Author's Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Main Idea and Supporting Details</li> <li>• Fact and Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Generalize</li> <li>• Draw Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Graphic Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Main Idea and Supporting Details</li> <li>• Draw Conclusions</li> </ul>
<b>Word Analysis</b>	Suffix –ly, -ing, Greek & Latin Roots, Compound words, Shades of Meaning	Spanish Word Origins, French Word Origins, Suffixes: -tion, -ion, Word Families	Shades of Meaning, Greek & Latin Roots, -tion, -sion, -ous, Compound Words	Word Endings: -ing, -ed, -s, Suffixes: -ly, -ian, -ize, -ible, -able, Negative Prefixes	Multi-syllabic Words, Related Words, Greek Word Parts, Latin Roots	Suffixes: -ous, -sion, -ion, -ation, Final Syllable: -ant, -ent, -ance, -ence, Latin Roots, Related Words, Easily Confused Words
<b>Writing Focus</b>	Informative/ Explanatory	Narrative	Opinion	Informative/ Explanatory	Opinion	Narrative

\*Dates should be adjusted according to your specific district yearly calendar.