

# ReadyGEN Reading Grade 5 Unit 1

Content Area: **Reading**  
Course(s): **Reading 5**  
Time Period: **September**  
Length: **12 weeks**  
Status: **Published**

## Priority Standards

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ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

## Unit Overview

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Initially, the iReady diagnostic test will be administered in September to assist with your understanding of your students and your planning of your instruction. Further, the strategies, skills, and standards introduced in ReadyGEN -- Unit 1 (Modules A and B) should be covered. Teachers will utilize ReadyGEN as their primary resource for reading instruction. Outside resources including novels, digital resources, and teacher-created materials may be supplemented to cover the necessary content as a reinforcement to the ReadyGEN materials. In terms of assessment, the following will be administered -- Selection Tests for the anchor and supporting

texts and the Unit 1 Summative Assessment (Module A and B). Teachers should also use this time to set up small group routines and may use Daily 5 with any adaptations necessary (i.e. -- some days may use 3 or 4 of the Daily 5 routines) to teach this Curriculum.

**Unit Overview: Number of Instructional Days -- 60**

Unit 1 -- Module A	ReadyGEN Lesson	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
<b>Weeks 1-2</b>	Lessons 1- 11 <u>Night of the Spacefoot Toads</u>	Suffix ly, Greek and Latin Roots, Compound Words	Character, Point of View, Plot, Theme, Vocabulary	Engagement and Identity, Comprehension, Critical Thinking. Stamina, Independence, Vocabulary	<b>Leveled Text Library:</b> Birds of a Feather 730L, The Signs 720 L, The Ecosystems of Rain Forests 840L, Egg Watching 600L, Dogs of the Job 920L, Sharing Our Planet 850L, The Battle Over the Rain Forests 990L, A Visit to El Yunque, The Alaskan Pipeline 880L, Exploring the World Below 1080L, Living in Harsh Lands 980L, Twilight of the Wolves 730L, Animals of the Arctic 880L, The Best Community Service Project Ever 730L, Two Powerful Rivers 970L  <b>Sleuth Magazine:</b> "Fishy Magazine"
<b>Week 3</b>	Lessons 12 - 13 "Shells"	Compound Words	Compare and Contrast Character, Theme	Independence, Critical Thinking, Comprehension	
<b>Weeks 3-4</b>	Lesson 14 <u>Night of the Spacefoot Toads,</u> and "Shells"	Compound Words	Compare and Contrast Across Texts	Stamina, Critical Thinking	
<b>Week 5</b>	Lessons 15 - 16 Hatchet	Compound Words, Shades of Meaning	Characterization, Compare and Contrast Events	Stamina, Critical Thinking, Engagement and Identity, Comprehension	
<b>Week 5</b>	Lesson 17 <u>Night of the Spacefoot Toads and Hatchet</u>	Shades of Meaning	Compare and Contrast Setting	Engagement and Identity, Critical Thinking	
<b>Week 6</b>	Lesson 18 <u>Night of the Spacefoot Toads,</u> "Shells," and <u>Hatchet</u>	Shades of Meaning	Compare and Contrast Across Texts	Engagement and Identity, Critical Thinking	

					960L; "Welcome to the Neighborhood" 960L
<b>Unit 1 -- Module B</b>	<b>ReadyGEN Lesson</b>	<b>Word Analysis</b>	<b>Reading/Instructional Focus</b>	<b>Independent Reading</b>	<b>Small Group Options</b>
<b>Weeks 7-8</b>	Lessons 1-8 <u>Washed Up</u>	Inflected Ending -ing; homographs and homonyms	Quote Accurately from the text, plot, theme	Engagement and Identity, Independence, Comprehension	<b>Leveled Text Library:</b> Birds of a Feather 730L, The Signs 720 L, The Ecosystems of Rain Forests 840L, Egg Watching 600L, Dogs of the Job 920L, Sharing Our Planet 850L, The Battle Over the Rain Forests 990L, A Visit to El Yunque, The Alaskan Pipeline 880L, Exploring the World Below 1080L, Living in Harsh Lands 980L, Twilight of the Wolves 730L, Animals of the Arctic 880L, The Best Community Service Project Ever 730L, Two Powerful Rivers 970L
<b>Week 9</b>	Lessons 9-12 "Rain Forest Food Chains"	Homographs, homonyms, Words from Spanish, Words from French	Scientific Texts, Main Idea	Engagement and Identity, Independence, Comprehension, Vocabulary, Critical Thinking	
<b>Week 9</b>	Lesson 13 <u>Washed Up</u> and "Rain Forest Food Chains"	Words from Spanish and French	Compare Across Texts	Independence, Critical Thinking	
<b>Week 10</b>	Lessons 14-16 "Pale Male"	Words from Spanish and French, Suffixes -tion, -ion	Main Idea	Stamina, Comprehension, Critical Thinking, Engagement and Identity	
<b>Week 11</b>	Lesson 17 <u>Washed Up</u> and "Pale Male"	Suffixes -tion, -ion	Comparing Author's Techniques	Engagement and Identity, Critical Thinking	
<b>Week 12</b>	Lesson 18 <u>Washed Up</u> , "Rain Forest Food Chains," and "Pale Male"	Suffixes -tion, -ion	Compare Across Texts -- Read Multiple Accounts	Engagement and Identity, Vocabulary	<b>Sleuth Magazine:</b> "The Big Move" 920L; "The Tree of Heaven" 870L

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## Foundational Skills

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L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Learning Goals

Unit Learning Goals -- ReadyGEN -- Unit 1 Module A				
Focus Week in ReadyGEN	Content Focus	NJSLS {Priority Standard	Learning Goals: SWBAT	Learning Targets
1-2 (Lessons 1-11)	Plot	RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).	Compare and contrast two or more characters, settings, or events, in a story or drama, drawing on specific details in the text.	<p><u>Level 4 Targets</u></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can analyze how a specific character's actions, events, or settings influence the story or drama.</li> <li>• I can develop alternative characters, settings, or events and evaluate how the change influences the story or drama.</li> </ul> <p><u>Level 3 Targets</u></p> <ul style="list-style-type: none"> <li>• I can compare and contrast two or more characters, settings, or events in a story or drama, drawing</li> </ul>

				<p>on specific details in the text.</p> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>character, compare, contrast, detail, drama, event, interact, setting, story, support, text</i></p> <ul style="list-style-type: none"><li>● I can describe the characters, settings, or events in a story or drama.</li><li>● I can identify details that support the description of a character, setting, or event in a story or drama.</li></ul>
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				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"><li>● In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li><li>● I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.</li><li>● I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.</li></ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"><li>● I can determine the theme by analyzing specific details in a story, drama, or poem.</li><li>● I can identify how characters in a story, drama, or poem respond to challenges.</li><li>● I can identify how the speaker in a story, drama, or poem reflects on a topic.</li><li>● Summarize a story, drama, or poem concisely.</li><li>● Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.</li></ul> <p>● <b>Level 2 Targets</b></p>
	<p><b>Theme</b></p>	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p>	<p>Determine the key details in a story, drama or poem to identify the theme.</p> <p>Summarize a grade appropriate text.</p>	

				<p>Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme</i></p> <ul style="list-style-type: none"><li>○ I can retell the most important ideas of a story, drama, or poem.</li><li>○ I can choose a few possible themes that relate to a story, drama, or poem if I am given some choices.</li><li>○ I can identify key details of a story, drama, or poem.</li><li>○ I can summarize a story, drama, or poem using a graphic organizer</li></ul>
	<b>Figurative Language</b>	L.VI.5.3. Demonstrate understanding of	Interpret figurative language such as similes, metaphors, personification,	<u><b>Level 4 Targets</b></u>



		<p>figurative language, word relationships, and nuances in word meanings.</p>	<p>alliteration, onomatopoeia, and hyperbole.</p>	<ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> <li>• I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can interpret figurative language in context (L.5.5.A). Examples of figurative language include: alliteration, hyperbole, metaphor, onomatopoeia, personification, and simile.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: adage, alliteration, antonym, figurative language, homograph, hyperbole, idiom, interpret, metaphor, nuances, onomatopoeia, personification, proverbs, simile, synonym, word relationships</p> <ul style="list-style-type: none"> <li>• I can identify figurative language in isolation.</li> <li>• I can identify word relationships.</li> </ul>
	<p><b>Context Clues</b></p>	<p>L.VL.5.2. Determine or clarify the</p>	<p>Use context (for example, cause/effect</p>	<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to</li> </ul>

		<p>meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>relationship and comparisons in text) as a clue to the meaning of a grade-appropriate word or phrase.</p>	<p>score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>• I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.</li> <li>• I can explain how I use context to determine the meaning if unknown words.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can use context as a clue to the meaning of a grade appropriate word or phrase.</li> <li>• I can use context to confirm or self-correct word recognition and understanding.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>antonym, cause/effect, clue, comparison, confirm, context, definition, description, example, inference, list, meaning, phrase, relationship, self-correct, series, synonym, text, word, word structure</i></p> <ul style="list-style-type: none"> <li>• I can demonstrate the use of context clues using structured sentences in isolation.</li> </ul>
	<b>Point of View</b>	RL.5.6. Describe how a narrator's or speaker's point of	Describe how a narrator's or speaker's point of	<b>Level 4 Targets</b>

		view influences how events are described.	view influences how events are described.	<ul style="list-style-type: none"><li>● In addition to score 3.0 performance, the student demonstrates in depth inferences and applications that go beyond what was taught.</li><li>● Explain how the author develops the point of view of the narrator or speaker in a text</li><li>● Explain how an author's point of view or purpose is conveyed in a text.</li></ul> <p><b>Level 3 Targets</b></p> <ul style="list-style-type: none"><li>● Describe how a narrator's or speaker's point of view influences how events are described</li><li>● Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</li></ul> <p><b>Level 2 Targets</b></p> <p>Students will recognize specific vocabulary including: account, analyze, author, event,</p>
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				<p>difference, indicator, influence, narrator, point of view, similarities, topic</p> <ul style="list-style-type: none"> <li>• Identify indicators that an author is expressing a point of view in a text</li> <li>• Determine when accounts of an event or topic differ significantly in texts.</li> </ul>
	<p><b>Quote Accurately from the Text</b></p>	<p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p>	<p>Quote accurately from a grade-appropriate text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><u><b>Level 4 Targets</b></u></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can generate questions based on any given quote from a text.</li> <li>• I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text.</li> </ul> <p><u><b>Level 3 Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• I can make</li> </ul>

				<p>relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> <li>● I can use details from a text to explain why my inferences are reasonable.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world</i></p> <ul style="list-style-type: none"> <li>● I can identify the difference between explicit quotes and inferences and give an example from a specific text.</li> <li>● I can make relevant connections to a text.</li> </ul>
<b>3 (Lessons 12-13)</b>	<b>Plot</b>	<p>RL.IT.5.3.</p> <p>Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g.,</p>	<p>Compare and contrast two or more characters, settings, or events, in a story or drama, drawing on specific details in the text.</p>	<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>● In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>● I can analyze how a specific character's actions, events, or settings influence the story or drama.</li> <li>● I can develop alternative characters,</li> </ul>

		how characters interact).		<p>settings, or events and evaluate how the change influences the story or drama.</p> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>character, compare, contrast, detail, drama, event, interact, setting, story, support, text</i></p> <ul style="list-style-type: none"> <li>• I can describe the characters, settings, or events in a story or drama.</li> <li>• I can identify details that support the description of a character, setting, or event in a story or drama.</li> </ul>
	<b>Context Clues</b>	L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a	Use context (for example, cause/effect relationship and comparisons in text) as a clue to the meaning of a grade-appropriate word or phrase.	<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> <li>• I can independently and consistently use multiple strategies</li> </ul>

		range of strategies.		<p>to determine the meaning of unknown words in context.</p> <ul style="list-style-type: none"><li>● I can explain how I use context to determine the meaning if unknown words.</li></ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"><li>● I can use context as a clue to the meaning of a grade appropriate word or phrase.</li><li>● I can use context to confirm or self-correct word recognition and understanding.</li></ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>antonym, cause/effect, clue, comparison, confirm, context, definition, description, example, inference, list, meaning, phrase, relationship, self-correct, series, synonym, text, word, word structure</i></p> <ul style="list-style-type: none"><li>● I can demonstrate the use of context clues using structured sentences in isolation.</li></ul>
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				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>● In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>● I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.</li> <li>● I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>● I can determine the theme by analyzing specific details in a story, drama, or poem.</li> <li>● I can identify how characters in a story, drama, or poem respond to challenges.</li> <li>● I can identify how the speaker in a story, drama, or poem reflects on a topic.</li> <li>● Summarize a story, drama, or poem concisely.</li> <li>● Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.</li> </ul> <p><b><u>Level 2 Targets</u></b></p>
	<b>Theme</b>	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p>	<p>Determine the key details in a story, drama or poem to identify the theme.</p> <p>Summarize a grade appropriate text.</p>	



				<ul style="list-style-type: none"><li>● Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme</i></li><li>○ I can retell the most important ideas of a story, drama, or poem.</li><li>○ I can choose a few possible themes that relate to a story, drama, or poem if I am given some choices.</li><li>○ I can identify key details of a story, drama, or poem.</li><li>○ I can summarize a story, drama, or poem using a graphic organizer</li></ul>
<b>Weeks 3-4 (Lesson 14)</b>	Compare and Contrast Themes Across Texts	RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural	

		context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
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**Week 5  
(Lessons 15-  
16)**

**Theme**

RL.CI.5.2.  
Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

Determine the key details in a story, drama or poem to identify the theme.

Summarize a grade appropriate text.

**Level 4 Targets**

- In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.
- I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.
- I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.

**Level 3 Targets**

- I can determine the theme by analyzing specific details in a story, drama, or poem.
- I can identify how characters in a story, drama, or poem respond to challenges.
- I can identify how the speaker in a story, drama, or poem reflects on a topic.
- Summarize a story, drama, or poem concisely.
- Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.

**Level 2 Targets**

				<ul style="list-style-type: none"><li>• Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme</i></li></ul>
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				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"><li>● In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li><li>● I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.</li><li>● I can explain how I use context to determine the meaning of unknown words.</li></ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"><li>● I can use context as a clue to the meaning of a grade appropriate word or phrase.</li><li>● I can use context to confirm or self-correct word recognition and understanding.</li></ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>antonym, cause/effect, clue, comparison, confirm, context, definition, description, example, inference, list, meaning, phrase, relationship, self-correct, series, synonym, text, word, word structure</i></p> <ul style="list-style-type: none"><li>● I can demonstrate the use of context clues using structured sentences in isolation.</li></ul>
	<p><b>Context Clues</b></p>	<p>L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>Use context (for example, cause/effect relationship and comparisons in text) as a clue to the meaning of a grade-appropriate word or phrase.</p>	

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				<p><b>Level 4 Targets</b></p> <ul style="list-style-type: none"><li>• In addition to score 3.0 performance, the student demonstrates in depth inferences and applications that go beyond what was taught.</li><li>• Explain how the author develops the point of view of the narrator or speaker in a text</li><li>• Explain how an author's point of view or purpose is conveyed in a text.</li></ul> <p><b>Level 3 Targets</b></p> <ul style="list-style-type: none"><li>• Describe how a narrator's or speaker's point of view influences how events are described</li><li>• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</li></ul> <p><b>Level 2 Targets</b></p> <p>Students will recognize specific vocabulary</p>
	<p><b>Point of View</b></p>	<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	

				<p>including: account, analyze, author, event, difference, indicator, influence, narrator, point of view, similarities, topic</p> <ul style="list-style-type: none"><li>• Identify indicators that an author is expressing a point of view in a text</li><li>• Determine when accounts of an event or topic differ significantly in texts.</li></ul> <p>-</p>
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<p><b>Week 5 (Lesson 17)</b></p>	<p><b>Theme</b></p>	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p>	<p>Determine the key details in a story, drama or poem to identify the theme.</p> <p>Summarize a grade appropriate text.</p>	<p><u><b>Level 4 Targets</b></u></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.</li> <li>• I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.</li> </ul> <p><u><b>Level 3 Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can determine the theme by analyzing specific details in a story, drama, or poem.</li> <li>• I can identify how characters in a story, drama, or poem respond to challenges.</li> <li>• I can identify how the speaker in a story, drama, or poem reflects on a topic.</li> <li>• Summarize a story, drama, or poem concisely.</li> <li>• Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.</li> </ul> <p><u><b>Level 2 Targets</b></u></p>
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				<ul style="list-style-type: none"><li>Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme</i></li></ul>
	Compare and Contrast Themes Across Texts	RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background	-

		knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
<b>Week 6 (Lesson 18)</b>	Compare and Contrast Themes Across Texts	RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	-

				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>● In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>● I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.</li> <li>● I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>● I can determine the theme by analyzing specific details in a story, drama, or poem.</li> <li>● I can identify how characters in a story, drama, or poem respond to challenges.</li> <li>● I can identify how the speaker in a story, drama, or poem reflects on a topic.</li> <li>● Summarize a story, drama, or poem concisely.</li> <li>● Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.</li> </ul> <p><b><u>Level 2 Targets</u></b></p>
	<b>Theme</b>	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p>	<p>Determine the key details in a story, drama or poem to identify the theme.</p> <p>Summarize a grade appropriate text.</p>	

				<ul style="list-style-type: none"><li>• Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme</i></li></ul>
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**Unit Learning Goals -- ReadyGEN -- Unit 1 Module B**

Focus Week in ReadyGEN	Content Focus	NJSLS {Priority Standard	Learning Goals: SWBAT	Learning Targets
Weeks 7-8 (Lessons 1-8)	Quote Accurately from the Text	RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	Quote accurately from a grade-appropriate text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<p><u>Level 4 Targets</u></p> <ul style="list-style-type: none"> <li>● In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>● I can generate questions based on any given quote from a text.</li> <li>● I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text.</li> </ul> <p><u>Level 3 Targets</u></p> <ul style="list-style-type: none"> <li>● I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● I can use details from a text to explain why my inferences are reasonable.</li> </ul> <p><u>Level 2 Targets</u></p> <p>Students will recognize or recall specific vocabulary, including: <i>citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world</i></p> <ul style="list-style-type: none"> <li>● I can identify the difference between explicit quotes and inferences and give an example from a specific text.</li> <li>● I can make relevant</li> </ul>

				connections to a text.
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	Plot	<p>RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p>	<p>Compare and contrast two or more characters, settings, or events, in a story or drama, drawing on specific details in the text.</p>	<p><u>Level 4 Targets</u></p> <ul style="list-style-type: none"> <li>● In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>● I can analyze how a specific character's actions, events, or settings influence the story or drama.</li> <li>● I can develop alternative characters, settings, or events and evaluate how the change influences the story or drama.</li> </ul> <p><u>Level 3 Targets</u></p> <ul style="list-style-type: none"> <li>● I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> </ul> <p><u>Level 2 Targets</u></p> <p>Students will recognize or recall specific vocabulary, including: <i>character, compare, contrast, detail, drama, event, interact, setting, story, support, text</i></p> <ul style="list-style-type: none"> <li>● I can describe the characters, settings, or events in a story or drama.</li> <li>● I can identify details that support the description of a character, setting, or event in a story or drama.</li> </ul>
	Figurative Language	<p>L.VI.5.3. Demonstrate understanding of figurative</p>	<p>Interpret figurative language such as similes, metaphors,</p>	<p><u>Level 4 Targets</u></p> <ul style="list-style-type: none"> <li>● In addition to score 3.0</li> </ul>



		language, word relationships, and nuances in word meanings.	personification, alliteration, onomatopoeia, and hyperbole.	<p>performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>• I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can interpret figurative language in context (L.5.5.A). Examples of figurative language include: alliteration, hyperbole, metaphor, onomatopoeia, personification, and simile.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: adage, alliteration, antonym, figurative language, homograph, hyperbole, idiom, interpret, metaphor, nuances, onomatopoeia, personification, proverbs, simile, synonym, word relationships</p> <ul style="list-style-type: none"> <li>• I can identify figurative language in isolation.</li> <li>• I can identify word relationships.</li> </ul>
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				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.</li> <li>• I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can determine the theme by analyzing specific details in a story, drama, or poem.</li> <li>• I can identify how characters in a story, drama, or poem respond to challenges.</li> <li>• I can identify how the speaker in a story, drama, or poem reflects on a topic.</li> <li>• Summarize a story, drama, or poem concisely.</li> <li>• Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.</li> </ul> <p>• <b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details,</i></p>
	Theme	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p>	<p>Determine the key details in a story, drama or poem to identify the theme.</p> <p>Summarize a grade appropriate text.</p>	

				<p><i>overarching, poem, point of view, story, summary, theme</i></p> <ul style="list-style-type: none"><li>○ I can retell the most important ideas of a story, drama, or poem.</li><li>○ I can choose a few possible themes that relate to a story, drama, or poem if I am given some choices.</li><li>○ I can identify key details of a story, drama, or poem.</li><li>○ I can summarize a story, drama, or poem using a graphic organizer</li></ul>
	Visual and Multimedia Elements	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty	

		(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
<b>Week 9 (Lessons 9-12)</b>	Explain Relationships between concepts in a historical or scientific text	<p>RL.IT.5.3.</p> <p>Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can analyze the relationship between two or more individuals, events, or ideas in a nonfiction text to make inferences, predictions, etc.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a nonfiction text. Examples of relationships or interactions include:             <ul style="list-style-type: none"> <li>○ Analogies</li> <li>○ Big event ↔ One person</li> <li>○ Cause and effect</li> <li>○ Compare and contrast OR similarities and differences</li> <li>○ One person ↔ Big event</li> <li>○ Part influencing whole</li> <li>○ Problem and solution</li> <li>○ Sequence of events</li> </ul> </li> </ul> <p><b><u>Level 2 Targets</u></b></p>

				<p>Students will recognize or recall specific vocabulary, including: <i>analogies, cause, compare, concept, contrast, detail, effect, event, historical, idea, individual, information, interaction, problem, relationship, scientific, sequence, solution, technical, text.</i></p> <ul style="list-style-type: none"> <li>• I can recognize or recall details of the relationships or interactions between two individuals, events, ideas or concepts in a nonfiction text.</li> </ul>
	Main Idea	<p>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><a href="#">Main Idea Scale</a></p>



				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can generate questions based on any given quote from a text.</li> <li>• I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• I can use details from a text to explain why my inferences are reasonable.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world</i></p> <ul style="list-style-type: none"> <li>• I can identify the difference between explicit quotes and inferences and give an example from a specific text.</li> <li>• I can make relevant connections to a text.</li> </ul>
	Quote Accurately from the Text	RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	Quote accurately from a grade-appropriate text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	

<b>Week 9 (Lesson 13)</b>	<b>Compare Across Texts</b>	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	-
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<p><b>Week 10 (Lessons 14-16)</b></p>	<p><b>Main Idea</b></p>	<p>RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.</p>	<p>Determine the key details in a story, drama or poem to identify the theme.</p> <p>Summarize a grade appropriate text.</p>	<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.</li> <li>• I can develop an argument as to which of the student-generated possible themes is the best fit to the characters, events, or point of view in the story, drama, or poem.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can determine the theme by analyzing specific details in a story, drama, or poem.</li> <li>• I can identify how characters in a story, drama, or poem respond to challenges.</li> <li>• I can identify how the speaker in a story, drama, or poem reflects on a topic.</li> <li>• Summarize a story, drama, or poem concisely.</li> <li>• Develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme</i></p> <ul style="list-style-type: none"> <li>• I can retell the most</li> </ul>
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				<p>important ideas of a story, drama, or poem.</p> <ul style="list-style-type: none"><li>• I can choose a few possible themes that relate to a story, drama, or poem if I am given some choices.</li><li>• I can identify key details of a story, drama, or poem.</li><li>• I can summarize a story, drama, or poem using a graphic organizer.</li></ul>
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		<p>RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).</p>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li> <li>• I can analyze the relationship between two or more individuals, events, or ideas in a nonfiction text to make inferences, predictions, etc.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a nonfiction text. Examples of relationships or interactions include:             <ul style="list-style-type: none"> <li>○ Analogies</li> <li>○ Big event ↔ One person</li> <li>○ Cause and effect</li> <li>○ Compare and contrast OR similarities and differences</li> <li>○ One person ↔ Big event</li> <li>○ Part influencing whole</li> <li>○ Problem and solution</li> <li>○ Sequence of events</li> </ul> </li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>analogies, cause, compare, concept, contrast, detail, effect, event, historical, idea, individual, information, interaction, problem, relationship, scientific, sequence, solution, technical,</i></p>
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Explain Relationships between concepts in a scientific text

				<p><i>text.</i></p> <ul style="list-style-type: none"><li>• I can recognize or recall details of the relationships or interactions between two individuals, events, ideas or concepts in a nonfiction text.</li></ul>
	<p><b>Quote Accurately from the Text</b></p>	<p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p>	<p>Quote accurately from a grade-appropriate text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><u><b>Level 4 Targets</b></u></p> <ul style="list-style-type: none"><li>• In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught.</li><li>• I can generate questions based on any given quote from a text.</li><li>• I can make inferences to those questions and check that my</li></ul>

				<p>inferences are reasonable based on additional details in a text.</p> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• I can use details from a text to explain why my inferences are reasonable.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world</i></p> <ul style="list-style-type: none"> <li>• I can identify the difference between explicit quotes and inferences and give an example from a specific text.</li> <li>• I can make relevant connections to a text.</li> </ul>
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				<p><b><u>Level 4 Targets</u></b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> <li>• I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.</li> <li>• I can explain how I use context to determine the meaning of unknown words.</li> </ul> <p><b><u>Level 3 Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can use context as a clue to the meaning of a grade appropriate word or phrase.</li> <li>• I can use context to confirm or self-correct word recognition and understanding.</li> </ul> <p><b><u>Level 2 Targets</u></b></p> <p>Students will recognize or recall specific vocabulary, including: <i>antonym, cause/effect, clue, comparison, confirm, context, definition, description, example, inference, list, meaning, phrase, relationship, self-correct, series, synonym, text, word, word structure</i></p> <ul style="list-style-type: none"> <li>• I can demonstrate the use of context clues using structured sentences in isolation.</li> </ul>
	<b>Context Clues</b>	L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Use context (for example, cause/effect relationship and comparisons in text) as a clue to the meaning of a grade-appropriate word or phrase.	

<p><b>Week 11 (Lesson 17)</b></p>	<p><b>Compare and Contrast Text Structure</b></p>	<p>RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><u><b>Level 4 Targets</b></u></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Analyze how the overall structure of a nonfiction text affects its meaning.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Predict how the meaning might change if the overall structure changes.</li> </ul> <p><u><b>Level 3 Targets:</b></u></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts.</li> </ul> <p>Examples of nonfiction text structure include:</p> <ul style="list-style-type: none"> <li>○ Cause and effect</li> <li>○ Chronological order</li> <li>○ Compare and contrast</li> <li>○ Description</li> <li>○ Problem and solution</li> </ul>
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- Sequence of events

**Level 2 Targets:**

Students will recognize or recall specific vocabulary, including:

- cause/effect, chronology, compare, comparison, contrast, event, idea, information, informative, map, problem/solution, structure, text

I can:

- Identify the overall structure of events, ideas, concepts, or information in a nonfiction text.
- Map the overall structure of events, ideas, concepts, or information in a nonfiction text using a graphic organizer.



<p>○</p> <p><b>Week 12 (Lesson 18)</b></p> <p>***</p>	<p><b>Compare Across Texts</b></p>	<p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	-
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- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Use context as a clue to the meaning of a word.
- Use Greek and Latin affixes and roots as a clue to the meaning of a word.

## Marzano Elements

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- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes

- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Content
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

## **Materials and Resources**

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- 2016 ReadyGEN Grade 5
- 5th Grade Shared Google Drive
- Daily 5/Small Group -- <https://www.thedailycafe.com/>
- <https://www.savvasrealize.com/dashboard/viewer>
- Literature Circle/Novel Studies
- [mysavvastraining.com](http://mysavvastraining.com)
- Quizlet/Kahoot
- ReadyGEN Assessment Manual
- ReadyGEN Implementation Guide
- ReadyGEN Leveled Library
- ReadyGEN Reader's/Writer's Journal
- ReadyGEN Scaffolded Strategies Handbook
- ReadyGEN Sleuth Magazine
- ReadyGEN Text Collection
- ReadyGEN Tradebooks
- ReadyGEN's Readers/Writer's Journal Teacher's Guide

## **Strategies for Students in Need of Intervention**

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- "Scavenger Hunt"
- "Tic Tac Toe"
- 1:1 Conferencing
- Allow oral responses
- Author study
- Centers for skill reinforcement/skill enrichment
- Choice Boards/Activity Menu for assignments

- Chunk larger assignments into more manageable parts
- Extend pacing of weekly lessons to 1.5-2 weeks
- Flexible grouping as needed based on ability, interest, needs
- Highlight key terms
- Incorporate centers that focus on skills that students are struggling with
- Independent Study on topic of interest
- Provide opportunities for higher-level activities to be completed
- Provide word bank for vocabulary assessment
- Provide written notes/directions
- Provide/draw pictures to illustrate meanings of idioms/figurative language
- Tiered assignments where content and objectives are the same but the process or product is varied according to the students level of readiness
- Use graphic organizers (ex. Venn Diagram, Cause/Effect chart,)
- Use interactive worktext if available
- Use of ReadyGEN Leveled Library and/or Sleuth Magazines
- Use of visual aids (ex: Powerpoints, images to connect to vocabulary, flashcards, anchor charts)
- Use the Daily 5 Structure
- Utilize audiobook websites/Listen to Reading websites
- Vocabulary matching words to definitions

## **Unit Assessments (Required)**

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- Anchor Texts Selection Tests
- iReadyTesting
- Unit 1 Assessment -- Modules A and B

## **Unit Assessments (Optional)**

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- Collaborative Discussion Checklist
- DIBELS
- Exit Ticket
- F&P Assessment
- Group Projects
- Kidblog
- Level Up Assignments
- Literature Circle Packet
- Literature Circles
- Novel Packet
- Open-Ended Response Question

- Teacher Observation

## Technology Integration

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- [booktaco.com](http://booktaco.com)
- <https://hosted408.renlearn.com/16450/Public/RPM/Login/Login.aspx?srcID=t>
- <https://www.savvasrealize.com/dashboard/viewer>
- [kidblog.org](http://kidblog.org)
- [www.commonlit.org](http://www.commonlit.org)
- [www.k12reader.com](http://www.k12reader.com)
- [www.newsela.com](http://www.newsela.com)
- [www.overdrive.com](http://www.overdrive.com)
- [www.readworks.org](http://www.readworks.org)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.youtube.com](http://www.youtube.com)

TECH.9.4.5.CI.4

Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

TECH.9.4.5.CT.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.