ReadyGEN Reading Grade 5 Unit 2

Content Area: **Reading**
Course(s): **Reading 5**
Time Period: **December**
Length: **13 weeks**
Status: **Published**

Enduring Understandings

- Learners understand that people respond to inequality and injustice in different ways

- Learners understand that social movements are produced by a unique combination of leadership and events.

- Readers understand that relationships between individuals and historical events are important to their understanding of a text.

- Readers understand the importance of summarizing texts.

Priority Standards

LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.5	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.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.3	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).
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

Unit Overview

Daily 5 routines will continue to be implemented in the classroom as we cover ReadyGEN -- Unit 2 (Modules A and B) . 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 2 Summative Assessment (Module A and B). Teachers should also use this time to continue their 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 2 -- Module A	ReadyGEN Lesson	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Weeks 1-2	Lessons 1-10: <u>The Road to Freedom</u>	Words from Spanish, Word Families	Plot, Narrator's POV, Character, Theme, Tone; Historical and Scientific Texts	Independence, Comprehension, Fluency, Critical Thinking, Engagement and Identity, Comprehension, Fluency, Stamina	**Leveled Text Library**: Louis Armstrong, Jazz Artist 770L: Jazz, Jazz, Jazz 880L: Bessie Coleman: Queen of the Skies 840L: Blues Legends 990L: The movements of Citizens 1010L, The Very Special Gift 700L: The Most Dangerous Woman in America 910L: Women Who Broke Barriers: The New Fae of TV News 90L: The Black Ensemble Theater 860L: It Can Be Done! The Life and Legacy of Cesar Chavez 1020L: A Migrant Music: Jazz 1030L: Our New Life in the Big City 650L: Equality in American Schools
Week 3	Lesson 11: <u>Harriet Tubman</u>	Endings -s, -ed, -ing	Analyze Structure and Theme	Independence, Critical Thinking	
Week 3-4	Lessons 12-13: <u>Operation Clean Sweep</u>:	Endings -s, -ed, -ing	Compare and Contrast Characters, Vocabulary	Independence, Engagement and Identity Comprehension	
Weeks 3-4	Lesson 14: <u>The Road to Freedom: Operation Clean Sweep</u>	Endings -s, -ed, -ing	Compare and Contrast Texts	Engagement and Identity; Critical Thinking	
Week 5	Lessons 15 - 16 <u>Cesar Chavez: Champion of Workers</u>	Endings -s, -ed, -ing; Shades of Meaning	Cause and Effect	Engagement and Identity; Comprehension, Stamina, Critical Thinking	
Week 6	Lessons 17 - 18 <u>The Road to freedom: Operation Clean Sweep; Cesar Chavez: Champion of Workers</u>	Shades of Meaning	Compare Across Texts	Stamina, Comprehension	

					1000L: the Legacy of Cesar Chavez 1000L
					Sleuth Magazine: The Price of Freedom 850L: On Loyalty to Country 910L

Unit Overview:

Unit 2 -- Module B	ReadyGEN Lesson	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Weeks 7-8	Lessons 1-7 Superheroes	Greek and Latin Roots: Suffixes -tion, and -ous	Main Idea, Vocabulary, POV, Cause and Effect	Independence, Critical Thinking, Comprehension, Vocabulary Knowledge, Engagement and Identity, Stamina	**Leveled Text Library**: Louis Armstrong, Jazz Artist 770L: Jazz, Jazz, Jazz 880L: Bessie Coleman: Queen of the Skies 840L: Blues Legends 990L: The movements of Citizens 1010L, The Very Special Gift 700L: The Most Dangerous Woman in America 910L: Women Who Broke
Week 9	Lessons 8-10 The Great Migration	Suffixes -tion, and -ous	Main Idea: First and Secondhand accounts	Stamina, Comprehension, Independence, Fluency	
Week 9-10	Lesson 11: Real-Life Superheroes; The Great Migration	Compound Words	Compare and Contrast Structure	Independence, Comprehension	
Weeks 11-12	Lessons 12-16: Angel Island	Compound Words; Prefixes pre-, re-	Main Idea	Independence, Comprehension, Engagement and Identity, Critical Thinking, Stamina	

Week 13	Lesson 17: Real Life Superheroes: Angel Island	Prefixes pre-, re-	Compare and Contrast Structure	Stamina, Critical Thinking	Barriers: The New Fae of TV News 90L: The Black Ensemble Theater 860L: It Can Be Done! The Life and Legacy of Cesar Chavez 1020L: A Migrant Music: Jazz 1030L: Our New Life in the Big City 650L: Equality in American Schools 1000L: the Legacy of Cesar Chavez 1000L
Week 13	Lesson 18: Real-Life Superheroes; The Great Migration; Angel Island	Prefixes pre-, re-	Compare Across Texts	Stamina, Comprehension	Sleuth Magazine: Bound for Kansas 1020L; A Voice for Women Lexile 1010L

Learning Goals

Unit Learning Goals -- ReadyGEN -- Unit 2 Module A				
Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:	Learning Targets:
1-2 (Lessons 1-	Point of View	RL.5.6 Describe how a narrator's or speaker's point	Describe how a narrator's or speaker's point of	Level 4 Targets

10)		of view influences how events are described.	view influences how events are described.	
				• In addition to score 3.0 performance, the student demonstrates in depth inferences and applications that go beyond what was taught. • Explain how hte author develops the point of view of the narrator or speaker in a text • Explain how an author's point of view or purpose is conveyed in a text. **Level 3 Targets** • Describe how a narrator's or speaker's point of view influences how events are described • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **Level 2 Targets** Students will recognize specific vocabulary including: account, analyze, author, event, difference, indicator, influence, narrator, point of view, similarities, topic

				- Identify indicators that an author is expressing a point of view in a text - Determine when accounts of an event or topic differ significantly in texts.
	Theme	RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	<u>**Level 4 Targets**</u> - 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. <u>**Level 3 Targets**</u> - 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
				
				Students will recognize or recall specific vocabulary, including: *analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme*
				
				   ○ I can retell the most important ideas of a story, drama, or poem.
				   ○ I can hose a few possible themes that relate to a story, drama, or poem if I am given some choices.
				   ○ I can identify key details of a story, drama, or poem.
				   ○ I can summarize a story, drama, or poem using a graphic organizer

	Plot	RL 5.3: 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).	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).	**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 a specific character's actions, events, or settings influence the story or drama.

				• I can develop alternative characters, settings, or events and evaluate how the change influences the story or drama. **Level 3 Targets** • I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: *character, compare, contrast, detail, drama, event, interact, setting, story, support, text* • I can describe the characters, settings, or events in a story or drama. • I can identify details that support the description of a character, setting, or event in a story or drama.
	Figurative Language	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Level 4 Targets** • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. • I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing.

				<u>Level 3 Targets</u> - I can interpret figurative language in context (L.5.5.A). Examples of figurative language include: alliteration, hyperbole, metaphor, onomatopoeia, personification, and simile. **<u>Level 2 Targets</u>** 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 - I can identify figurative language in isolation. - I can identify word relationships.
	Quote Accurately from the Text	RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from 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.	**<u>Level 4 Targets</u>** - In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught. - I can generate questions based on any given quote from a text. - I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text. **<u>Level 3 Targets</u>** - I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the

				text. • I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • I can use details from a text to explain why my inferences are reasonable. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: *citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world* • I can identify the difference between explicit quotes and inferences and give an example from a specific text. • I can make relevant connections to a text.
	Explain Relationships between Concepts in a Historical or Scientific Text	RI 5.3: 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.	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.	**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 the relationship between two or more individuals, events, or ideas in a nonfiction text to make inferences, predictions, etc. **Level 3 Targets** • 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: ○ Analogies ○ Big event ⇝ One person ○ Cause and effect ○ Compare and contrast OR similarities and differences ○ One person ⇝ Big event ○ Part influencing whole ○ Problem and solution ○ Sequence of events **Level 2 Targets** Students will recognize or recall specific vocabulary, including: *analogies, cause, compare, concept, contrast, detail, effect, event, historical, idea, individual, information, interaction, problem, relationship, scientific, sequence, solution, technical, text.* • I can recognize or recall details of the relationships or interactions between two individuals, events, ideas or concepts in a nonfiction text.
	Context Clues	L.5.4.A: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**Level 4 Targets** • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. • I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. • I can explain how I use

				context to determine the meaning if unknown words. **Level 3 Targets** - I can use context as a clue to the meaning of a grade appropriate word or phrase. - I can use context to confirm or self-correct word recognition and understanding. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: *antonym, cause/effect, clue, comparison, confirm, context, definition, description, example, inference, list, meaning, phrase, relationship, self-correct, series, synonym, text, word, word structure* - I can demonstrate the use of context clues using structured sentences in isolation.
3 (Lesson 11)	**Poetry**	RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	-
	Theme	RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Determine the key details in a story, drama or poem to identify the theme and to summarize the 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**
				
				Students will recognize or recall specific vocabulary, including: *analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme*
				
				    ○ I can retell the most important ideas of a story, drama, or poem.
				    ○ I can hose a few possible themes that

				relate to a story, drama, or poem if I am given some choices. ○ I can identify key details of a story, drama, or poem. ○ I can summarize a story, drama, or poem using a graphic organizer .
3-4 (Lessons 12-13)	**Plot**	RL 5.3: 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).	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).	**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 a specific character's actions, events, or settings influence the story or drama. • I can develop alternative characters, settings, or events and evaluate how the change influences the story or drama. **Level 3 Targets** • I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: *character, compare, contrast, detail, drama, event, interact, setting, story, support,*

				text
				- I can describe the characters, settings, or events in a story or drama. - I can identify details that support the description of a character, setting, or event in a story or drama. -
Theme	RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Determine the key details in a story, drama or poem to identify the theme and to summarize the 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
				Students will recognize or recall specific vocabulary, including: *analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme*
				○ I can retell the most important ideas of a story, drama, or poem. ○ I can hose a few possible themes that relate to a story, drama, or poem if I am given some choices. ○ I can identify key details of a story, drama, or poem. ○ I can summarize a story, drama, or poem using a graphic organizer .
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	Figurative Language	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Level 4 Targets** • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was

				taught. • I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing. **Level 3 Targets** • I can interpret figurative language in context (L.5.5.A). Examples of figurative language include: alliteration, hyperbole, metaphor, onomatopoeia, personification, and simile. **Level 2 Targets** 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 • I can identify figurative language in isolation. • I can identify word relationships. -
3-4 (Lesson 14)	**Theme**	RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Determine the key details in a story, drama or poem to identify the theme and to summarize the 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**
				Students will recognize or recall specific vocabulary, including: *analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme*
				○ I can retell the most important ideas of a story, drama, or poem.
				○ I can hose a few possible themes that relate to a story, drama, or poem if I am given some choices.
				○ I can identify

				• key details of a story, drama, or poem. ○ I can summarize a story, drama, or poem using a graphic organizer . -
	Compare 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.	-
5(Lessons 15-16)	**Author's Point of View**	RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text.	**Level 4 Targets** • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. • Analyze, critique, or evaluate an author's use of reasons and evidence to support his/her point, claim or argument. **Level 3 Targets** • I can explain how the

				author uses reasons and evidence to support particular points in a text. • I can identify the reasons the author uses to support his/her point, claim, or argument. • I can identify the evidence the author uses to support his/her reasons. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: analyze, argument, author, claim, critique, evaluate, evidence, point, reason, support, text • I can explain the relationship between reasons and evidence. • I can identify an author's point, claim, or argument.
	Main Idea	RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Level 4 Targets: * In addition to a 3.0 score, I can demonstrate in-depth inferences and applications that go beyond what was taught * Analyze how effectively the key details support the main ideas. * Analyze multiple summaries of the same nonfiction text for their effectiveness

				Level 3 Targets
				* I determine two or more main ideas of a nonfiction text be explaining how they are supported by the key details. * I can summarize a nonfiction text concisely. Level 2 Targets: * I can recognize specific vocabulary: analyze concisely, effectively, key details, main idea, summarize -
	Quote Accurately from The Text	RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from 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.	**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 generate questions based on any given quote from a text. • I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text. **Level 3 Targets** • I can quote accurately from a text when explaining what the text says explicitly and when drawing

				inferences from the text. • I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • I can use details from a text to explain why my inferences are reasonable. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: *citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world* • I can identify the difference between explicit quotes and inferences and give an example from a specific text. • I can make relevant connections to a text. -
	Compare Across Texts	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.	-
6(Lessons 17-18)	**Theme**	RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to	Determine the key details in a story, drama or poem to identify the theme and to summarize	**Level 4 Targets** • In addition to score 3.0 performance, I can

		summarize the text.	the text.	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** Students will recognize or recall specific vocabulary, including: *analyze, argument, challenges, characters, concise, drama, events, impact, key details, overarching, poem, point of view, story, summary, theme*

				○ I can retell the most important ideas of a story, drama, or poem. ○ I can hose a few possible themes that relate to a story, drama, or poem if I am given some choices. ○ I can identify key details of a story, drama, or poem. ○ I can summarize a story, drama, or poem using a graphic organizer .
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	Visual and Multimedia Elements	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	-
	Compare 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.,	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	-

		opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	traditional literature from different cultures.	

Unit Learning Goals -- ReadyGEN -- Unit 2 Module B				
Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:	Learning Targets:

| 7-8 (Lessons 1-7) | Main Idea | RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Level 4 Targets:

* In addition to a 3.0 score, I can demonstrate in-depth inferences and applications that go beyond what was taught

* Analyze how effectively the key details support the main ideas.

* Analyze multiple summaries of the same nonfiction text for their effectiveness

Level 3 Targets

* I determine two or more main ideas of a nonfiction text be explaining how they are supported by the key details.

* I can summarize a nonfiction text concisely.

Level 2 Targets:

* I can recognize specific vocabulary: analyze concisely, effectively, key details, main idea, summarize |

General and Academic Vocabulary				
Quote Accurately from the Text	RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from 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.	**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 generate questions based on any given quote from a text. I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text. **Level 3 Targets** I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. I can make relevant

				connections when explaining what the text says explicitly and when drawing inferences from the text.
				I can use details from a text to explain why my inferences are reasonable.
				Level 2 Targets
				Students will recognize or recall specific vocabulary, including: citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world
				I can identify the difference between explicit quotes and inferences and give an example from a specific text.
				I can make relevant connections to a text.
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				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 the relationship between two or more individuals, events, or ideas in a nonfiction text to make inferences, predictions, etc.
Explain Relationships between Concepts in a Historical or Scientific Text	RI 5.3: 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.	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.	**Level 3 Targets** 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: Analogies Big event ⇝ One person Cause and effect Compare and contrast OR similarities and differences One person ⇝ Big event Part influencing whole Problem and solution Sequence of events
				Level 2 Targets Students will recognize or recall specific vocabulary, including: analogies, cause, compare, concept, contrast, detail, effect, event, historical, idea, individual, information, interaction, problem, relationship, scientific, sequence, solution,

				technical, text.
				I can recognize or recall details of the relationships or interactions between two individuals, events, ideas or concepts in a nonfiction text.
				-

	Author's Point of View	RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text.	**Level 4 Targets** In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. Analyze, critique, or evaluate an author's use of reasons and evidence to support his/her point, claim or argument. **Level 3 Targets** I can explain how the author uses reasons and evidence to support particular points in a text. I can identify the reasons the author uses to support his/her point, claim, or argument. I can identify the evidence the author uses to support his/her reasons. - **Level 2 Targets** Students will recognize or recall specific vocabulary, including: analyze, argument, author, claim, critique, evaluate, evidence, point, reason, support, text I can explain the relationship between reasons and evidence. I can identify an author's point, claim, or argument.

	Analyze Multiple Accounts of the Same Topic	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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9 (Lessons 8-10)	**Main Idea**	Main Idea RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Main IdeaRL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Level 4 Targets: * In addition to a 3.0 score, I can demonstrate in-depth inferences and applications that go beyond what was taught * Analyze how effectively the key details support the main ideas. * Analyze multiple summaries of the same nonfiction text for their effectiveness Level 3 Targets * I determine two or more main ideas of a nonfiction text be explaining how they are supported by the key details. * I can summarize a nonfiction text concisely. Level 2 Targets: * I can recognize specific vocabulary: analyze concisely, effectively, key details, main idea, summarize

				Level 4 Targets In addition to score 3.0 performance, the student demonstrates in depth inferences and applications that go beyond what was taught. Explain how hte author develops the point of view of the narrator or speaker in a text Explain how an author's point of view or purpose is conveyed in a text. **Level 3 Targets** Describe how a narrator's or speaker's point of view influences how events are described Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **Level 2 Targets** Students will recognize specific vocabulary including: account, analyze, author, event, difference, indicator, influence, narrator, point of view, similarities, topic Identify indicators that an author is expressing a point of view in a text Determine when accounts of an event or topic differ significantly in texts.
	Analyze Multiple Accounts of the Same Topic	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	

9-10 (Lesson 11)	**Compare and Contrast Text Structure**	RI.5.5. 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 the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<u>**Level 4 Targets**</u>
				
				• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
				
				AND/OR
				
				• Analyze how the overall structure of a nonfiction text affects its meaning.
				
				AND/OR
				
				• Predict how the meaning might change if the overall structure changes.
				
				<u>**Level 3 Targets:**</u>
				
				I can:
				
				• Compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts.
				
				Examples of nonfiction text structure include:
				
				   o Cause and effect
				
				   o Chronological order
				
				   o Compare and

				contrast o Description o Problem and solution o 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.
	Main Idea	Main Idea RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Main Idea RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	Level 4 Targets: * In addition to a 3.0 score, I can demonstrate in-depth inferences and applications that go beyond what was taught * Analyze how effectively the key details support the

				main ideas. * Analyze multiple summaries of the same nonfiction text for their effectiveness Level 3 Targets * I determine two or more main ideas of a nonfiction text be explaining how they are supported by the key details. * I can summarize a nonfiction text concisely. Level 2 Targets: * I can recognize specific vocabulary: analyze concisely, effectively, key details, main idea, summarize -
11-12 (Lessons 12-16)	**Main Idea**	Main Idea RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text	Determine the key details in a story, drama or poem to identify the theme and to summarize the text	Level 4 Targets: * In addition to a 3.0 score, I can demonstrate in-depth inferences and applications that go beyond what was taught * Analyze how effectively the key details support the main ideas. * Analyze multiple summaries of the same nonfiction text for their effectiveness Level 3 Targets * I determine two or more

				main ideas of a nonfiction text be explaining how they are supported by the key details. * I can summarize a nonfiction text concisely. Level 2 Targets: * I can recognize specific vocabulary: analyze concisely, effectively, key details, main idea, summarize
Quote Accurately from the Text	RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from 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.	**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 generate questions based on any given quote from a text. I can make inferences to those questions and check that my inferences are reasonable based on additional details in a text. **Level 3 Targets** I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

				I can use details from a text to explain why my inferences are reasonable. **Level 2 Targets** Students will recognize or recall specific vocabulary, including: citation, connection, explicit/direct, inference, logical, quote, relevant, text, text-to-text, text-to-self, and text-to-world I can identify the difference between explicit quotes and inferences and give an example from a specific text. I can make relevant connections to a text.
	Explain Relationships between Concepts in a Historical or Scientific Text	RI 5.3: 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	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	<u>**Level 4 Targets**</u> In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go beyond what was taught. I can analyze the relationship between two or more individuals, events, or ideas in a nonfiction text to make inferences, predictions, etc. <u>**Level 3 Targets**</u> 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: Analogies Big event ⤳ One person Cause and effect Compare and contrast OR similarities and differences One person ⤳ Big event Part influencing whole Problem and solution Sequence of events **Level 2 Targets** Students will recognize or recall specific vocabulary, including: analogies, cause, compare, concept, contrast, detail, effect, event, historical, idea, individual, information, interaction, problem, relationship, scientific, sequence, solution, technical, text. I can recognize or recall details of the relationships or interactions between two individuals, events, ideas or concepts in a nonfiction text. -
	General and Academic Vocabulary			-
13(Lessons 17-18)	**Main Idea**	Main Idea RL.5.2: Determine the key details in a story, drama or poem to identify the theme	Determine the key details in a story, drama or poem to identify the theme and to summarize the text	Level 4 Targets: * In addition to a 3.0 score, I can demonstrate

		and to summarize the text		in-depth inferences and applications that go beyond what was taught * Analyze how effectively the key details support the main ideas. * Analyze multiple summaries of the same nonfiction text for their effectiveness Level 3 Targets * I determine two or more main ideas of a nonfiction text be explaining how they are supported by the key details. * I can summarize a nonfiction text concisely. Level 2 Targets: * I can recognize specific vocabulary: analyze concisely, effectively, key details, main idea, summarize -
	Compare and Contrast Text Structure	RI.5.5. 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 the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**Level 4 Targets** • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond

				what was taught.
				AND/OR
				• Analyze how the overall structure of a nonfiction text affects its meaning.
				AND/OR
				• Predict how the meaning might change if the overall structure changes.
				Level 3 Targets:
				I can:
				• Compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts.
				Examples of nonfiction text structure include:
				○ Cause and effect
				○ Chronological order
				○ Compare and contrast
				○ Description
				○ Problem and solution
				○ 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.
	Compare Across Texts ***	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.	-

Marzano Elements

- 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 Contact
- 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

- 2016 ReadyGEN Grade 5
- 5th Grade Google Drive
- Daily 5/Small Group -- https://www.thedailycafe.com/
- Google Drive: 5th Grade Share
- Google Drive: 5th Grade Team Drive
- Greek & Latin Affixes/Roots materials
- https://www.savvasrealize.com/dashboard/viewer
- Kahoot
- Literature Circle/Novel Studies
- mysavvastraining.com
- Online Resources
- 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 Reader's /Writer's Journal Teacher's Guide

Strategies for Students in Need of Intervention

- Independent Study on topic of interest
- "Perfect 10"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- Assign keywords to help remember meaning of skills
- 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, need
- Flexible grouping based on areas such as skill, interest, or content
- Highlight key terms
- Incorporate centers that focus on skills that students are struggling with
- Provide graphic organizers
- 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
- Tiered Lessons/activities
- Use graphic organizers (ex. Venn Diagram, Cause/Effect chart,)
- Use interactive worktext if available
- Use of leveled readers
- 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)

- Anchor Texts -- Selection Tests
- Unit 2 Assessment -- Modules A and B

Unit Assessments (Optional)

- DIBELS
- Exit Ticket
- F&P Assessment
- Group Projects
- Kidblog
- Level Up Assignments
- Literature Circles
- Novel Packet
- Open-Ended Response Question
- Teacher Observation

Technology Integration

- booktaco.com
- connected.mcgraw-hill.com
- https://hosted408.renlearn.com/16450/Public/RPM/Login/Login.aspx?srcID=t
- https://www.savvasrealize.com/dashboard/viewer
- kidblog.org
- www.commonlit.org
- www.k12reader.com
- www.newsela.com
- www.overdrive.com
- www.readworks.org
- www.readwritethink.org
- www.youtube.com

Career Awareness, Life Literacies and Key Skills

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address

the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

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.

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.