ReadyGEN Reading Grade 5 Unit 3

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

Enduring Understandings

- Learners understand that scientists continue to stud and reveal new information about the universe.

- Readers understand that a series of chapters and sections fit together to provide the basic structure of a text.

- Readers understand that a series of chapters and sections fit together to provide the basic structure of a text.

- Readers understand the importance of learning the meanings of words and phrases in order to better comprehend text.

Priority Standards

ELA.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.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.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.
ELA.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.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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 3 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 3 -- Module A	ReadyGEN Lesson	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Weeks 1-2	Lessons 1-12 **George's Secret Key to the Universe**	Endings -s, -ed, -in, Suffixes -ly, -ian, -iza	Compare and Contrast Characters, Events, Setting, Point of View, Plot, Theme	Independence, Critical Thinking, Comprehension, Vocabulary Knowledge, Engagement and Identity, Fluency, Stamina,	
Week 3	Lessons 13-14 **The Man Who Went to the Far Side of the Moon**	Prefixes com-, epi-, pro-	Main Idea, Scientific Concepts	Engagement and Identity, Comprehension, Critical Thinking	
Week 4	Lesson 15 **George's Secret Key to the Universe; The Man Who Went to the Far Side of the Moon**	Prefixes com-, epi-, pro-	Compare and Contrast Characters	Engagement and Identity, Critical Thinking	
Week 5	Lesson 16 **"Mayday on Moon of Jupiter"**	Idioms	Plot	Stamina, Fluency	
Week 6	Lessons 17- 18 **George's Secret Key to the Universe; Mayday on Moon of Jupiter"; The Man Who Went to the Far Side of the Moon**	Idioms	Compare Across Texts	Stamina, Fluency, Critical Thinking	

Unit 3 Module	ReadyGEN	Word	Reading/Instructional	Independent	Small Group

B	Lesson	Analysis	Focus	Reading	Options
Weeks 7-8	Lessons 1-10: **Jess and Layla's Astronomical Assignment**	Synonyms, Prefix -im,	Plot, Inferencing, Theme	Independence, Critical Thinking, Comprehension, Engagement and Identity, Vocabulary Knowledge, Stamina	
Week 9	Lessons 11-13 **"Our Mysterious Universe"**	Acronyms	Scientific Texts, Quote Accurately. Main Idea. Author's Point of View	Independence, Critical Thinking, Vocabulary Knowledge	
Week 10	Lesson 14 **Jess and Layla's Astronomical Assignment; "Our Mysterious Universe"**	Acronyms	Compare Across Texts	Engagement and Identity, Comprehension	
Week 11	Lessons 15 -16 **"A Black Hole is NOT a Hole."**	Acronyms, Greek and Latin Roots	Main Idea, Author's POV, Scientific Ideas	Engagement and Identity, Comprehension, Stamina, Vocabulary Knowledge	
Week 12	**Lessons 17 - 18 Jess and Layla's Astronomical Assignment; "Our Mysterious Universe"; "A Black Hole is NOT a Hole."**	Greek and Latin Roots	Compare Across Texts	Stamina, Critical Thinking, Comprehension	

Unit Learning Goals -- ReadyGEN -- Unit 3 Module A

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:	Learning Targets:
1-2 (Lessons 1-12)	Plot	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.	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.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 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

Context Clues	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 (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 (Lessons 13-14)	**Main Idea**	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 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 -
	Explain Relationships between Concepts in a Historical or Scientific Text	RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a	**Level 4 Targets** In addition to score 3.0 performance, I can demonstrate in-depth inferences and applications that go

| | | 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). | historical, scientific, or technical text based on specific information in the text | 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.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 (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.

Weeks 4-5 (Lessons 15-16)	**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 (e.g., how characters interact).	 • 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.
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Weeks 6 (Lessons 17-18)	**Compare Across Text**	RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.	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.	-

Unit Learning Goals -- ReadyGEN -- Unit 3 Module B

Weeks 7-8 (Lessons 1-10)	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 (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.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 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
Context Clues	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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	

				structured sentences in isolation.
Week 9 (Lessons 11-13)	**Explain Relationships between Concepts in a Historical or Scientific Text**	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).	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.
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 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.
	Author's Point of View	RI.AA.5.7. 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 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.
	Context Clues	L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific	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

		words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		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.
Week 10 (Lessons 14)	**Compare Across Texts**	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)	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.	information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
Week 11 (Lessons 15-16)	**Main Idea**	RI.CI.5.2. Determine the central idea of an informational text 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 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

	Author's POV	RI.AA.5.7. 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 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.
Explain Relationships between Concepts in a Historical or Scientific Text	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).	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.
Week 12 (Lessons 17-18) *******	**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.	

Learning Targets

- I can analyze how effectively the key details support the main ideas.

- I can analyze how the theme impacts the characters, events, or point of view in a story, drama, or poem.

- I can analyze multiple summaries of the same nonfiction text for their effectiveness.

- I can analyze, critique, or evaluate an author's use of reasons and evidence to support his/her point, claim or argument.

- I can choose a few possible themes that relate to a story, drama, or poem if I am given some choices.

- I can consistently and effectively apply figurative language at or above grade level in my own speaking and writing.

- I can demonstrate the use of context clues using structured sentences in isolation.

- I can determine one main idea of a nonfiction text.

- I can determine the theme by analyzing specific details in a story, drama, or poem.

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

- 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.

- I can develop concise summaries that reflect the important and overarching ideas in a story, drama, or poem.

- I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

- I can explain how I use context to determine the meaning if unknown words.

- I can explain how the author uses reasons and evidence to support particular points in a text.

- I can explain the relationship between reasons and evidence.

- I can generate and define nonsense words using Greek and Latin affixes and roots.

- I can identify an author's point, claim, or argument.

- I can identify details that support a teacher-provided main idea of a nonfiction text.

- I can identify figurative language in isolation.

- 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.

- I can identify key details of a story, drama, or poem.

- I can identify the evidence the author uses to support his/her reasons.

- I can identify the reasons the author uses to support his/her point, claim, or argument.

- I can identify word relationships.

- I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.

- I can interpret figurative language in context.

- I can recognize or recall specific vocabulary, including: affix, clue, meaning, root, word.

- I can recognize or recall specific vocabulary, including: analyze, argument, author, claim, critique,

evaluate, evidence, point, reason, support, text.

• I can 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 recognize or recall specific vocabulary, including: analyze, concisely, effectively, key details, main idea, summarize.

• I can 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 recognize or recall specific vocabulary, including: alliteration, hyperbole, metaphor, onomatopoeia, personification, and simile.

• I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.

• I can retell the most important ideas of a story, drama, or poem.

• I can summarize a nonfiction text concisely.

• I can summarize a nonfiction text using a graphic organizer.

• I can summarize a story, drama, or poem concisely.

• I can summarize a story, drama, or poem using a graphic organizer.

• I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

• 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.

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

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

Strategies for Students in Need of Intervention

- Independent Study on topic of interest
- Provide opportunities for higher-level activities to be completed
- "Give One, Get One"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- 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 a week and a half to 2 weeks
- 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 word bank for vocabulary assessment
- Provide written notes/directions
- Provide/draw pictures to illustrate meanings of idioms/figurative language
- Small group instruction based on levels/abilities
- Tiered assignments where content and objectives are the same but the process or product is varied according to the students level of readiness
- Use Approaching and/or Beyond Level materials
- Use graphic organizers (ex. Venn Diagram, Cause/Effect chart,)
- Use interactive worktext if available
- Use of Leveled Readers
- Use of leveled task cards to accompany skills
- Use of visual aids (ex: Powerpoints, images to connect to vocabulary, flashcards, anchor charts)
- Utilize audiobook websites/Listen to Reading websites
- Vocabulary matching words to definitions

Materials and Resources

- 2016 ReadyGEN Grade 5
- Daily 5 Resources
- Daily 5/Small Group -- https://www.thedailycafe.com/
- Google Drive -- 5th Gade
- Greek and Latin Affixes/Roots materials
- https://www.savvasrealize.com/dashboard/viewer

- LIt Circles

- mysavvastraining.com

- Quizlet/Kahoot

- ReadyGEN Assessment Manual

- 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

Unit Assessments (Required)

- Anchor Texts -- Selection Tests

- iReady Diagnostic Testing

- Unit 3 Assessment -- Modules A and B

Unit Assessments (Optional)

~ Anchor Texts -- Selection Texts

~ Unit 3 Assessment -- Modules A and B

- Collaborative Discussion Checklist

- DIBELS

- Exit Ticket

- F&P Assessment

- Kidblog

- Level Up Assignments

- Literature Circles

- Novel Packet

- Open-Ended Response Question

- Teacher Observation