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

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.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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.5.3	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.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.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.
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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize 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.
LA.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.

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 Overview: Number of Instructional Days -- 60

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 B	ReadyGEN Lesson	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group 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;**	Greek and Latin Roots	Compare Across Texts	Stamina, Critical Thinking, Comprehension	

	"Our Mysterious Universe"; "A Black Hole is NOT a Hole."				

Learning Goals

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	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

				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.
	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 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**	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 -
	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	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

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

				  • 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
Weeks 4-5 (Lessons 15-16)	**Plot**	RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specifsic 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).	

				character, setting, or event in a story or drama.
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Weeks 6 (Lessons 17-18)	**Compare Across Text**	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	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.	-

| | | | | cultures. | |

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

| Weeks 7-8 (Lessons 1-10) | 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.	 • 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 summariz

				e a story, drama, or poem using a graphic organizer
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.	**<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. • 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. **<u>Level 3 Targets</u>** • 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. **<u>Level 2 Targets</u>** 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 9 (Lessons 11-13)	**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.
	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.
	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

				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.5.4.A: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word	**Level 4 Targets** • In addition to score 3.0 performance, the student

		or phrase.	or phrase.	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.
Week 10 (Lessons 14)	**Compare Across Texts**	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural	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.	context, and background knowledge) 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**	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
Author's POV		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.
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.
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