Rhodes School District 84.5
Grade 5: ReadyGen Curriculum Guide

Unit 1	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
1	A (18 Lessons) *Depending on Each Other*	How do readers determine themes in literary texts?	Readers understand that themes in literary texts are developed through the characters, settings, and events. Learners understand the people change in reaction to their surroundings.	Readers will determine themes in literary texts by comparing and contrasting characters, settings, and events. Learners will explain how people change in reaction to their surroundings.	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Performance-Based Assessment: *Determine a common theme between the three texts read together. Explain how the characters' challenges develop the theme of all three texts. Support your response with evidence from each text.	Anchor Text: Night of the Spadefoot Toads Supporting Texts-Text Collection: "Shells" Hatchet Sleuth: "Fishy Business!" "Welcome to the Neighborhood?" Poetry-Text Collection: "Dry as Dust" "Colorful Guy" "Fire-Bringer"	Night of the Spadefoot Toads (Interactive Anchor pgs. 11, 22, 134, 154) Implementation Guide: Scope and Sequence Scaffolded Student Handbook (SSH) Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.	Suffix: -ly Greek and Latin Roots Compound Words Shades of Meaning
1	B (18 Lessons) *Depending on Each Other*	How do readers identify relationships and interactions in texts?	Readers understand the relationships between individuals, concepts, and events based on information provided in texts. Learners understand that all living things	Readers will explain the relationships between scientific concepts presented in texts.	RI.5.3: Explain the relationship between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text	Optional-Performance Based Assessment: *How do Rain Forest, Food Chains, and Washed Up help you understand	Anchor Text: Washed Up! Supporting Texts-Text Collection: Pale Male Rain Forest Food Chains	Washed Up! (Interactive Anchor pgs. 17, 27, 45, 48) Implementation Guide: Scope and Sequence	Inflected Ending: -ing Homographs and Homonyms Words from Spanish

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			interact with affect one another.		based on specific information.	the importance of adapting to one's habitat? Use evidence from the text to support your answer. (Reader's Writer's Journal pg. 86)\n\nOptional-Foundational Skills Check Progress\n\nEnd of Unit Assessment	Sleuth: The Big Move The Tree of Heaven\n\nPoetry-Text Flooded Forest" "Food Chain"	Scaffolded Student Handbook (SSH)\n\nOnline Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.	Words from French

Unit 2	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
2	A (18 Lessons)\n\n*Finding Courage*	How do readers summarize text?	Readers understand the importance of summarizing text.\n\nLearners understand that people respond to inequality and injustice in different ways.	Readers will quote accurately from a text when summarizing the events or main ideas and details.\n\nLearners will demonstrate understanding of ways in which people respond to inequality and injustice.	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects	Performance-Based Assessment:\n\n*Using The Road to Freedom, Operation Clean Sweep, and Cesar Chavez: Champion of Workers Write one paragraph for each text	Anchor Text: The Road to Freedom\n\nSupporting Texts: Text Collection: Operation Clean Sweep Cesar Chavez\n\nSleuth: The Price of Freedom	The Road to Freedom (Interactive Anchor pgs. 8, 16, 26)\n\nImplementation Guide: Scope and Sequence\n\nScaffolded Student Handbook (SSH)	Words from Spanish\n\nWord Families\n\nEndings: -s, -ed, -ing\n\nShades of Meaning

					upon a topic; summarize the text. RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	summarizing the injustice or inequality that each character faced and how they responded. Include evidence from each text to support your answer.	On Loyalty to Country Poetry-Text Collection: "A Song for Suffrage" "Las manos de mi madre/My Mother's Hands" "Another Mountain"	Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.	
2	B (18 Lessons) *Finding Courage*	How does understanding the relationship between individuals and historical events help readers comprehend a text?	Readers understand that relationships between individuals and historical events are important to their understanding of a text. Learners understand that social movements are produced by a unique combination of leadership and events.	Readers will explain the relationships between individuals and historical events based on information presented in texts. Learners will understand various social movements and how they have affected large groups of people.	RI.5.3: Explain the relationship between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information.	Optional-Performance-Based Assessment: *Write a brief essay to explain the courage exhibited by one of the people in Real-Life Superheroes. Optional-Foundational Skills Check Progress End of Unit Assessment	Anchor Text: Real-Life Superheroes Supporting Texts-Text Collection-Angel Island The Great Migration Sleuth: Bound for Kansas A Voice for Women Poetry-Text Collection: "Harriet Tubman"	Real-Life Superheroes (Interactive Anchor pgs. 17, 24, 31) Implementation Guide: Scope and Sequence Scaffolded Student Handbook (SSH) Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos	Greek and Latin Roots Suffixes: -tion, -ion, -ous Compound Words Prefixes: pre-, re-

									"Poems from the Walls of Angel Island"	to support language skills.	

Unit 3	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
3	A (18 Lessons) *Understanding the Universe*	How do readers use chapters and sections to understand the structure of a text?	Readers understand that a series of chapters and sections fit together to provide basic structure of a text. Learners understand that the universe is a complex place.	Readers will use a text's chapter and section to explain its structure. Learners will use literary and informational texts to understand various complexities about the universe.	RL.5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide overall structure of particular story, drama or poem. 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.	Performance-Based Assessment: *Compare and contrast the text structures of a science fiction text (Mayday on Moon of Jupiter) with an informational science text (Man Who Went to the Far Side of the Moon). *Use evidence from both texts to prove which text structures are being used (e.g.; chronology, comparison, cause/effect, problem/solution)	Anchor Text: George's Secret Key to the Universe Supporting Texts-Text Collections: The Man Who Went to the Far Side of the Moon of Jupiter Mayday on the Moon of Jupiter Sleuth: Technology and Treasure Careers in the Space Industry Poetry-Text Collection: "The Sun" "Great Red Spot"	George's Secret Key to the Universe (Interactive Anchor pgs. 47, 105, 296) Implementation Guide: Scope and Sequence Scaffolded Student Handbook (SSH) Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.	Endings: -ed, -ing, -s Suffixes: -ly, -ian, -ize Prefixes: con-, epi-, pro- Idioms

| 3 | B
(18 Lessons)

Understanding the Universe | How do readers make sense of texts with unfamiliar words? | Readers understand the importance of learning the meanings of words and phrases in order to better comprehend text.

Learners understand that scientists continue to study and reveal new information about the universe. | Readers will determine the meaning of words and phrases to understand information in various texts.

Learners will understand that scientists continue to discover new information about the universe. | 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. | Optional-Performance-Based Assessment:

*How do these texts explain scientific concepts in a way that is memorable and understandable? *Which text do you think is more effective? Explain your answer. (Reader's Writer's Journal pg. 305)

Optional-Foundational Skills Check Progress

End of Unit Assessment | Anchor Text: Jess and Layla's Astronomical Assignment

Supporting Texts-Text Collection: A Black Hole is Not a Hole Our Mysterious Universe

Sleuth: Charlotte's Space Travel Moving to Mars?

Poetry-Text Collection: "The Solar System" "The Black Hole" | Jess and Layla's Astronomical Assignment (Interactive Anchor pgs. 6, 18, 49)

Implementation Guide: Scope and Sequence

Scaffolded Student Handbook (SSH)

Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills. | Synonyms

Prefix: im-

Acronyms

Greek and Latin Roots |

Unit 4	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
4	A (18 Lessons)	How do readers quote accurately from a text when comparing and	Readers understand the comparing and contrasting texts help them build	Readers will use details in text to compare and contrast topics.	RL.5.1: Quote accurately from a text when explaining what	Performance-Based Assessment:	Anchor Text: Explores: Triumphs and Troubles	Explorers: Triumph and Troubles (Interactive	Complex Spelling Patterns

	Exploring New Worlds	contrasting themes?	awareness of similar themes and topics. Learners understand that explorers have had both positive and negative effects on societies.	Learners will explain both positive and negative effects caused by various explorations.	the text says explicitly and when drawing inferences from the text. RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*Think about one of the explores that we learned about. What were their positive and negative thoughts on society? *Write an opinion essay about whether they had a more positive or more negative effect on society. Use evidence from the text to support your thinking.	Supporting Texts-Text Collection: Pedro's Journal Secrets of the Canyon Cave Sleuth: A Man of Persistence Pants with History Poetry-Text Collection: "A Map and a Dream" "Cliff Dwelling" "Learning the World"	Anchor pgs. 6, 9, 12) Implementation Guide: Scope and Sequence Scaffolded Student Handbook (SSH) Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.	Morphemes Prefixes: over-, in- Compound Words Words from Russia
4	B (18 Lessons) *Exploring New Worlds*	How do readers determine multiple themes and main ideas in texts?	Readers understand that texts have multiple themes and ideas. Learners understand that exploration and settlement altered people's views and understandings of the world.	Readers will identify multiple themes and ideas in various texts. Learners will explain how exploration and settlement changed people's views about the world.	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Optional-Performance-Based Assessment: *Identify two or more themes that are common between the 3 texts. State the themes and support your answer with text evidence. Optional-	Anchor Text: Beyond the Horizon Supporting Texts-Text Collection: New Beginnings: Jamestown and the Virginia Colony Explorers of North America Sleuth:	Beyond the Horizon (Interactive Anchor pgs. 12, 25, 64) Implementation Guide: Scope and Sequence Scaffolded Student Handbook (SSH) Online Resources,	Complex Spelling Patterns Word Families Compound Words Homographs

					RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Foundational Skills Check Progress End of Unit Assessment	This is the Place Making a Difference for Immigrants Poetry-Text Collection: "Christopher Columbus" "Latitude Longitude Dreams" "Early Explorers"	Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.	