Rhodes School District 84.5

Grade 5: ReadyGen Curriculum Guide

Unit 1	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	<u>Assessments</u>	Text Set	Resources	Foundational Skills
1	A (18 Lessons) Depending on Each Other	Questions How do readers determine themes in literary texts?	Understandings 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	
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	to support language skills. Washed Up! (Interactive Anchor pgs. 17, 27, 45, 48) Implementation Guide: Scope and Sequence	Inflected Ending: -ing Homographs and Homonyms Words from Spanish

	interact with affect	based on	the importance of	Sleuth:	Scaffolded	Words from
	one another.	specific	adapting to one's	The Big Move	Student	French
		information.	habitat? Use	The Tree of	Handbook	
			evidence from	Heaven	(SSH)	
			the text to			
			support your	Poetry-Text	Online	
			answer. (Reader's	Flooded Forest"	Resources,	
			Writer's Journal	"Food Chain"	Ready Up!	
			pg. 86)		Intervention,	
			,		Interactive	
			Optional-		texts, Teacher	
			Foundational		Guides, videos	
			Skills		to support	
			Check Progress		language skills.	
			98.555		. 0 0	
			End of Unit			
			Assessment			

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

					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	to support	
			the Walls of	language skills.	
			Angel Island"		

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

3	В	How do readers	Readers understand	Readers will	RI.5.4: Determine	Optional-	Anchor Text:	Jess and Layla's	Synonyms
	(18 Lessons)	make sense of	the importance of	determine the	the meaning of	Performance-	Jess and Layla's	Astronomical	
		texts with	learning the	meaning of	general academic	Based	Astronomical	Assignment	Prefix: im-
	Understanding	unfamiliar words?	meanings of words	words and	and domain-	Assessment:	Assignment	(Interactive	
	the Universe		and phrases in order	phrases to	specific words			Anchor pgs. 6,	Acronyms
			to better	understand	and phrases in a	*How do these	Supporting	18, 49)	
			comprehend text.	information in	text relevant to a	texts explain	Texts-Text		Greek and
				various texts.	grade 5 topic or	scientific	Collection:	Implementation	Latin Roots
			Learners understand		subject area.	concepts in a way	A Black Hole is	Guide: Scope	
			that scientists	Learners will		that is	Not a Hole	and Sequence	
			continue to study	understand that		memorable and	Our Mysterious		
			and reveal new	scientists		understandable?	Universe	Scaffolded	
			information about	continue to		*Which text do		Student	
			the universe.	discover new		you think is more	Sleuth:	Handbook (SSH)	
				information		effective? Explain	Charlotte's		
				about the		your answer.	Space Travel	Online	
				universe.		(Reader's Writer's	Moving to	Resources,	
						Journal pg. 305)	Mars?	Ready Up!	
								Intervention,	
						Optional-	Poetry-Text	Interactive	
						Foundational	Collection:	texts, Teacher	
						Skills	"The Solar	Guides, videos	
						Check Progress	System"	to support	
							"The Black	language skills.	
						End of Unit	Hole"		
						Assessment			

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

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

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