



Intervention Planning Support: Instructional Groupings Report Resources for Reading—Grade 5

Curriculum Associates Intervention Brief | March 2026

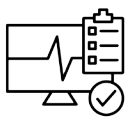
Guidance Overview

The *i-Ready* Instructional Groupings report groups students with similar instructional priorities, provides recommendations for teacher-led instruction, and identifies resources to support differentiated instruction by domain. This document is designed to support educators with matching related *i-Ready Personalized Instruction* lessons to the Tools for Instruction (TFIs) resources identified in the Instructional Groupings report to support intervention and monitor student progress for Grade 5.

For specific implementation guidance and additional grade levels, see [Intervention Planning Support: Instructional Groupings Report Resources for Reading](#).

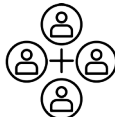
Using Instructional Groupings Report and *i-Ready* Resources to Support Intervention

1



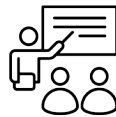
Administer
i-Ready Inform

2



Review **Groupings** in
the Instructional
Groupings report

3



Select **Tools for
Instruction** for small
group instruction

4



Assign related
**Personalized
Instruction** lesson

5



Monitor data to
respond or adjust

IMPORTANT CONSIDERATIONS



- **Targeted support with off-grade skills should not supersede or replace grade-level core instruction** and should be layered on in small group instruction as needed to complement and accelerate students' access to grade-level content.
- **It is not intended for educators to use all resources identified in this document** and/or for all students. Rather, educators are encouraged to view this document as a menu of options to choose from strategically based on students' needs.

Instructional Groupings Resources: Phonics and High-Frequency Words Domains



Educators may reference the [Instructional Groupings Report for Reading](#) to select [Tools for Instruction](#) lesson(s) to provide explicit, targeted, or supplemental instruction at the students' placement level in small groups. Educators may then use the tables below to find Personalized Instruction lessons that can be teacher assigned to provide opportunities to practice or monitor student progress with the skill taught in the matched TFI. For instructions on assigning Personalized Instruction, reference [How do I add Teacher-Assigned Lessons?](#)

Domain: Phonics and High-Frequency Words					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓	✓	Distinguish Open and Closed Syllables	1, 2, 3	Open Syllables	Extra 1
				Closed Syllables	Extra 1
✓	✓	Multisyllabic Words with Prefixes and Suffixes	2	Reading Multisyllabic Words with Prefixes <i>in-, im-</i>	Early 3
				Reading Multisyllabic Words with Prefixes <i>dis-, mis-, non-</i>	Early 3
				Reading Multisyllabic Words with a Prefix and a Suffix	Late 3
				Reading Multisyllabic Words with Two Suffixes	Late 3
✓	✓	Words with Two Vowels Sounded Separately	3	Reading Multisyllabic Words That Divide Between Two Vowels	Mid 3
✓	✓	Multisyllabic Words: Three and Four Syllables	3	Reading Multisyllabic Words That Divide Between Consonants	Early 3
		Multisyllabic Words: Three to Five Syllables		Reading Multisyllabic Words with Medial Vowels	Mid 3
				Reading Multisyllabic Words That Divide Between Two Vowels	Mid 3
				Reading Multisyllabic Words That Divide Between a Vowel and a Consonant	Late 3

Instructional Groupings Resources: Vocabulary Domain

Domain: Vocabulary					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓		Teach New Word Meanings	2, 3	<i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>	-
✓		Use Context to Find Word Meaning	2, 3	<i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>	-
✓		Recognize Multiple-Meaning Words	2, 3	-	-
✓		Recognize Synonyms	2, 3	-	-
✓		Recognize Antonyms	2, 3	-	-



Domain: Vocabulary, Cont'd.					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓		Prefixes <i>in-</i> , <i>dis-</i> , <i>mis-</i> , <i>non-</i>	3	Read Words with the Prefixes <i>mis-</i> , <i>dis-</i>	Mid 2
				Prefixes <i>mis-</i> , <i>dis-</i>	Extra 2
				Reading Multisyllabic Words with Prefixes <i>in-</i> , <i>im-</i>	Early 3
				Reading Multisyllabic Words with Prefixes <i>dis-</i> , <i>mis-</i> , <i>non-</i>	Early 3
				Determine Word Meanings Using Known Words and Prefixes <i>dis-</i> and <i>en-/em-</i>	Mid 3
✓		Prefixes <i>over-</i> , <i>super-</i> , <i>sub-</i> , <i>trans-</i> , <i>ex-</i>	4	Determine Word Meanings Using Prefixes <i>over-</i> and <i>under-</i>	Early 4
				Determine Word Meanings Using Prefixes <i>trans-</i> and <i>de-</i>	Mid 4
✓		Suffixes <i>-er</i> , <i>-est</i> , and <i>-ness</i>	3	Read Words with the Suffixes <i>-er</i> , <i>-or</i>	Mid 2
				Read Words with the Suffixes <i>-less</i> , <i>-ness</i>	Late 2
				Suffixes <i>-er</i> , <i>-or</i>	Extra 2
				Suffixes <i>-less</i> , <i>-ness</i>	Extra 2
				Reading Multisyllabic Words with Suffixes <i>-er</i> , <i>-or</i>	Mid 3
				Determine Word Meanings Using Known Words and Suffixes <i>-er/-or</i> and <i>-ness</i>	Mid 3
✓		Suffixes <i>-ion</i> , <i>-tion</i> ; <i>-er/-or</i> , <i>-ent</i> , <i>-ist</i> , <i>-ment</i>	4	Syllables <i>-tion</i> , <i>-sion</i> , <i>-ion</i>	Extra 2
				Determine Word Meanings Using Known Words and Suffixes <i>-tion/-ion</i> and <i>-ous</i>	Early 3
				Reading Multisyllabic Words with Suffixes <i>-ment</i> , <i>-ness</i>	Mid 3
				Determine Word Meanings Using Known Words and Suffixes <i>-ment</i> and <i>-able</i>	Mid 3
✓		Understand Base Words	2, 3	-	-



Instructional Groupings Resources: Comprehension: Informational Text Domain

Domain: Comprehension: Informational Text					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
	✓	Key Ideas and Details	2, 3	Identify Relevant Details	Early 2
				Retell Relevant Details	Early 3
				Ask Questions about Key Ideas in an Informational Text	Extra 3
	✓	Make Inferences	2, 3	Inferences about Informational Texts	Early 4
	✓	Main Idea and Key Details	2, 3	Identify the Central Idea	Early 2
	✓	Retell Details and Events	2, 3	Retell Relevant Details	Early 3
	✓	Text Structure	3, 4, 5	Text Structures, Part 1	Late 4
				Text Structures, Part 2	Late 4
	✓	Sequence of Events	2, 3	-	-
	✓	Identify Cause and Effect	2, 3	-	-
	✓	Compare and Contrast	2, 3	Comparing and Contrasting Two Texts	Late 3
	✓	Use Text Features	2, 3	Use Text Features, Part 1	Late 1
				Use Text Features, Part 2	Mid 2
				Text Features	Mid 3
	✓	Determine Author's Purpose	2, 3	Identify author's Purpose	Mid 2
				Identifying Perspective about a Topic	Mid 3
	✓	Distinguish Fact from Opinion	2, 3	-	-
	✓	Identify Supporting Reasons	2, 3	-	-



Instructional Groupings Resources: Comprehension: Literature Domain

Domain: Comprehension: Literature					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
	✓	Key Ideas and Details	2, 3	Determine the Central Message	Early 2
	✓	Make Inferences	2, 3	Inferences in a Story	Early 4
	✓	From Retelling to Summarizing	2, 3	Summarizing a Story	Mid 4
	✓	Sequence of Events	2, 3	-	-
	✓	Identify Cause and Effect	2, 3	-	-
	✓	Compare and Contrast	2, 3	Comparing and Contrasting Stories	Late 3
	✓	Analyze Poetic Structure	3	Parts of a Poem	Late 3
				Elements of Poetry	Mid 4
	✓	Identify Descriptive Language	2, 3	Describe Sound and Meaning in Stories	Mid 2
	✓	Figurative Language: Metaphor and Simile	2, 3	Understanding Literal and Non-Literal Language	Mid 3
	✓	Identify Mood	3	-	-
	✓	Story Elements	2, 3	Describe Parts of a Story	Mid 2
	✓	Understand Characters	2, 3	Describe Characters	Early 1
				Describe How Characters Act	Mid 2
				Understanding Characters	Mid 3
				Describing Characters	Early 4
	✓	Determine Message, Lesson, or Moral	3	Determine the Central Message of a Folktale	Early 3
	✓	Determine Point of View	2, 3	Identifying Perspective in a Story	Mid 3