Path to College and Career Readiness

Dig Deeply into Complex Text
Becoming a Classroom Citizen

TEXT SET

SAVVAS
realize.

ANCHOR TEXT

A Fine, Fine School
Lexile AD300L
Literary Text

SUPPORTING TEXTS

The Recess Queen
Lexile AD450L
Literary Text

SLEUTH

"At the Rodeo"
Lexile 430L

"Children's Day"
Lexile 340L

LEVELED TEXT LIBRARY

My School BR50L

Off to School BR40L

It Is Time to Get in Line 150L

Let's Be Fair! 160L

At School BR110L

The Class Play 160L

Election Day 220L

We Have Rules 250L

Off to School We Go! 200L

The 100th Day of School 290L

Enduring Understandings

- **Readers** understand that key details help them determine the central message in a text.

- **Writers** understand that opinions are supported by reasons.

- **Learners** understand that citizenship begins with becoming a contributing member of a classroom community.

"Knows"
ESSENTIAL QUESTIONS

How do **readers** retell text to demonstrate understanding of the central message?

How do **writers** support an opinion?

"Dos"
MODULE GOALS

Readers will retell stories and demonstrate understanding of the central message.

Writers will write an opinion and supply reasons for it.

EXPLORE CONTENT **Learners** will identify ways in which children contribute to a classroom community.

PERFORMANCE-BASED ASSESSMENT

OPINION TASK: WRITE ABOUT CLASSROOM CITIZENS

Children will think about *The Recess Queen* and *A Fine, Fine School* and how characters acted as good classroom citizens. Children will write their opinion about how good classroom citizens act and supply a reason for the opinion.

ANCHOR TEXT *A Fine, Fine School*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
learning	learner, learnable	comprehending, understanding, gaining knowledge	Unit Theme
proud	pride, prowess	pleased, satisfied	Character
strolled	stroller	walked, ambled	Actions
waved		signaled	Actions
announced	announcer, announcement	told, declared, stated, proclaimed	Communication
everything		all knowledge	Unit Theme
office	officer, official	workroom	Setting
worried	worrisome	concerned, alarmed, bothered, distressed, nervous	Plot
enormous		huge, gigantic	Plot
cheer	cheerful, cheery	shout, yell	Communication
younger	youth	child	Character

Vocabulary to Unlock Text

SUPPORTING TEXT *The Recess Queen*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
bullied	bully, bull	attacked, picked on, forced, ruled over	Unit Theme, Character
nobody		no one, not anyone	Plot
tiny	tine	teeny, little, miniature	Character
snarled		growled, barked, snapped, threatened	Communication
bossy	boss	pushy, mean, nasty	Unit Theme, Character
dared	daredevil, daresay	faced, challenged, risked	Plot
stared		gaped, gazed	Actions
giggled	giggler	laughed	Communication
disaster		mess, confusion, tangle	Setting

Overview

Readers understand that key details help them determine the central message in a text.

READYGEN LESSONS	FOUNDATIONAL SKILLS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy
LESSONS 1–6 *A Fine, Fine School*	Distinguish /a/; Short a	Identify Story Elements	P Engagement and Identity S Vocabulary Knowledge
	High-Frequency Words; Short a	Describe Characters	P Engagement and Identity S Critical Thinking
	Consonant Pattern -ck	Use Key Details to Understand Story Elements	P Engagement and Identity S Comprehension
	High-Frequency Words; Consonant Pattern -ck	Describe Story Elements	P Engagement and Identity S Critical Thinking
	Short a; Consonant Pattern -ck	Understand Author's Word Choice	P Engagement and Identity S Fluency
	Distinguish /i/; Short i	Identify the Central Message of a Story	P Independence S Comprehension
LESSONS 7–12 *The Recess Queen*	High-Frequency Words; Short i	Understand How Author's Word Choice Appeals to the Senses	P Independence S Vocabulary Knowledge
	Consonant x /ks/	Use Context Clues to Understand Words in Stories	P Independence S Vocabulary Knowledge
	High-Frequency Words; Consonant x /ks/	Use Author's Words and Phrases to Describe Characters	P Engagement and Identity S Critical Thinking
	Short i; Consonant x /ks/	Describe Characters Using Key Details	P Engagement and Identity S Critical Thinking
	Distinguish /o/; Short o	Understand and Describe Author's Word Choice	P Engagement and Identity S Fluency
	High-Frequency Words; Short o	Use Key Details to Identify the Central Message	P Stamina S Comprehension
LESSON 13 *A Fine, Fine School and The Recess Queen*	Plural -s; Consonant s /z/	Compare and Contrast Characters and Events	P Stamina S Comprehension

P – Process Focus   S – Strategy Focus

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SAVVAS
realize.

ANCHOR TEXT

Far from Home
Lexile 260L
Literary Text

SUPPORTING TEXTS

Going to School
Lexile 590L
Informational Text

SLEUTH

"Pizza, Pizza
Everywhere"
Lexile 370L

LEVELED TEXT LIBRARY

My School BR50L

Off to School BR40L

It Is Time to Get in Line 150L

Let's Be Fair! 160L

At School BR110L

The Class Play 160L

Election Day 220L

We Have Rules 250L

Off to School We Go! 200L

The 100th Day of School 290L

Enduring Understandings

- **Readers** understand that illustrations and details in a text help them identify the main idea or central message.

- **Writers** understand that experiences can be compared and contrasted.

- **Learners** understand that we are all connected to people beyond our own communities.

"Knows"
ESSENTIAL QUESTIONS

How do **readers** use illustrations and details in literary and informational texts?

How do **writers** use what they read to share information about a topic?

"Dos"
MODULE GOALS

Readers will use key details and illustrations in texts to demonstrate knowledge of main ideas and central messages.

Writers will create an explanatory text that compares and contrasts experiences.

EXPLORE CONTENT **Learners** will understand that children contribute to a global classroom community.

PERFORMANCE-BASED ASSESSMENT

INFORMATIVE/EXPLANATORY: WRITE ABOUT GLOBAL STUDENTS

Children will think about what they have learned about students from around the world. They will use Bryan from *Far from Home* or choose one student from *Going to School* and write sentences to compare and contrast this student's school experiences with their own.

ANCHOR TEXT *Far from Home*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
tidy		neat, clean	*Setting*
perfect	perfectly	flawless, exact	*Character*
tucked	tuck	hidden	*Action or Movement*
strange		unusual, rare	*Setting*
neatly	neatness	tidy	*Character*
shocked	shocking	sudden, surprised	*Emotion*
promised	promising	agreement	*Communication*
exercise	exercising, exercises	run, swim, dance	*Plot*
enjoy	enjoyment, enjoyable	happy, fun, pleasure	*Plot*
lesson		school, learn	*Unit Theme*

Vocabulary to Unlock Text

SUPPORTING TEXT *Going to School*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
countries	country	nations, regions, citizens	*Unit Theme*
villages	villager	town, country	*Topic*
learn	learning, learners	school, study, lesson, teach	*Unit Theme*
weather	weatherproof, weather station, weather vane	temperature, rain, snow, windy, sunny, climate	*Topic*
languages		words, vocabulary	*Unit Theme*
community		neighborhood, town, city, group	*Unit Theme*
native	natives	natural	*Topic*
library	librarian	books	*Unit Theme*
subject		math, reading, social studies, science	*Topic*
ballet	ballerina	dance, graceful, movement	*Topic*
classmates	classroom	school, friends	*Unit Theme*
blind		vision, seeing	*Topic*
diagrams		design, parts, representation	*Topic*
city	citizen	urban area, town	*Topic*

Readers understand that illustrations and details in a text help them identify the main idea or central message.

READYGEN LESSONS	FOUNDATIONAL SKILLS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy
LESSONS 1–5 Far from Home	Inflected Ending -s	Retell Story Events in Order	P Engagement and Identity S Vocabulary Knowledge
	High-Frequency Words; Inflected Ending -s	Use Illustrations to Tell About a Story	P Engagement and Identity S Comprehension
	Inflectional Ending -ing	Use Author's Words to Understand Characters	P Engagement and Identity S Vocabulary Knowledge
	High-Frequency Words; Inflectional Ending -ing	Tell About Major Story Events	P Engagement and Identity S Decoding and Word Recognition
	Inflected Ending -s; Inflectional Ending -ing	Understand a Story's Central Message	P Engagement and Identity S Critical Thinking
LESSONS 6–10 Going to School	Distinguish /e/; Short e	Use Text Features to Learn About a Topic	P Independence S Fluency
	High-Frequency Words; Short e	Locate Key Information in a Text	P Independence S Decoding and Word Recognition
	Initial Consonant Blends	Identify Information from Pictures	P Independence S Comprehension
	High-Frequency Words; Initial Consonant Blends	Tell How Information Is Connected	P Engagement and Identity S Critical Thinking
	Short e; Initial Consonant Blends	Describe Connections Between People	P Engagement and Identity S Comprehension
LESSONS 11–12 Far from Home and Going to School	Distinguish /u/; Short u	Identify the Main Topic and Central Message	P Engagement and Identity S Fluency
	High-Frequency Words; Short u	Tell About Stories and Informational Texts	P Stamina S Decoding and Word Recognition

P = Process Focus   S = Strategy Focus