

UNIT 1 • MODULE B

Path to College and Career Readiness

Dig Deeply into Complex Text

Connecting to Our World



TEXT SET

SAVVAS
realize

ANCHOR TEXT



Time to Sleep
Lexile 140L
Informational Text

SUPPORTING TEXTS



What Do You Do With a Tail Like This?
Lexile 620L
Informational Text

SLEUTH



"A Happy Ending"
Lexile 360L

LEVELED TEXT LIBRARY

<i>Animal Adventures</i> BR50L	<i>My New Pet</i> 200L
<i>Animals Change</i> BR100L	<i>Animals Grow and Change</i> 320L
<i>How Animals Move</i> 60L	<i>At the Pond</i> 380L
<i>Giraffe Grows Up</i> 220L	<i>A Very Big Animal</i> 270L
<i>Guide to Growing</i> 390L	
<i>Animals of Africa</i> 170L	



Enduring Understandings

- **Readers** understand that informational texts have features that help them determine main topics.
- **Writers** understand that informational texts can have a variety of features.
- **Learners** understand that living things have certain behaviors that shape them and allow them to survive.

"Knows"

ESSENTIAL QUESTIONS

How do features in informational texts help **readers** understand the main topic?

How does the organizational structure of a text help **writers** explain information?

"Dos"

MODULE GOALS

Readers will use features of informational texts to better comprehend what they read.

Writers will write questions and answers about animals.

EXPLORE CONTENT **Learners** will identify behaviors and relationships that help animals survive.



PERFORMANCE-BASED ASSESSMENT

INFORMATIVE/EXPLANATORY: WRITE QUESTIONS AND ANSWERS

Children will use facts from *Time to Sleep* and *What Do You Do With a Tail Like This?* to write questions and answers about animals.

Connecting to Our World

ANCHOR TEXT *Time to Sleep*

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
time	timely	moment	Topic
sleep	sleeping, sleepy	nap, bedtime	Unit Theme
animals		duck, horse, bat	Unit Theme
sorts		kinds	Topic
upside down		flipped	Topic
scared	scary	frightened, afraid	Topic
lock	locked	stiff	Topic
danger	dangerous	ham	Unit Theme
tuck	tucking, tucked	fold	Topic
day	Monday, daytime	light	Topic
high	higher	up, above	Topic
anywhere		anyplace	Unit Theme
hang	hanging	dangle	Topic

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Vocabulary to Unlock Text

SUPPORTING TEXT *What Do You Do With a Tail Like This?*

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
underground		tunnel, burrow, cave	<i>Unit Theme</i>
breathe	breath	living, air, lungs	<i>Topic</i>
pesky	pest, pester	annoy, bother, irritate	<i>Topic</i>
warn	warning	advise, alert, urge, signal, inform	<i>Topic</i>
spot (verb)		see, spy, locate	<i>Topic</i>
squirt	squirting	shoot, spray, splash, spout, fountain	<i>Topic</i>
sticky		gummy, tricky	<i>Topic</i>
scoop	scooping	spoon, bucket, shovel	<i>Topic</i>
swallow	swallowing	eat, drink, consume	<i>Topic</i>
eyes	eyeball, eyesight	vision, seeing	<i>Topic</i>
feet	foot	paws, toes	<i>Topic</i>

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Overview

Readers understand that informational texts have features that help them determine main topics.

READYGEN LESSONS	FOUNDATIONAL SKILLS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy
LESSONS 1–7 <i>Time to Sleep</i> 	Consonants <i>d /d/, l, ll /l/, h /h/</i>	Identify Main Topic Using Text Features	P Engagement and Identify S Vocabulary Knowledge
	High-Frequency Words; Consonants <i>d /d/, l, ll /l/, h /h/</i>	Use Text Features to Locate Key Information	P Engagement and Identify S Comprehension
	Short <i>o: o /o/</i>	Identify Main Topic and Key Details	P Engagement and Identify S Comprehension
	High-Frequency Words; Short <i>o</i>	Ask and Answer Questions about Key Details	P Engagement and Identify S Critical Thinking
	Consonants <i>d /d/, l, ll /l/, h /h/</i> ; Short <i>o</i>	Identify Information from Pictures and Words	P Engagement and Identify S Decoding and Word Recognition
	Consonants <i>r /r/, w /w/, j /j/, k /k/</i>	Identify How Information Is Connected	P Independence S Critical Thinking
LESSON 8 <i>What Do You Do With a Tail Like This?</i> 	High-Frequency Words; Consonants <i>r /r/, w /w/, j /j/, k /k/</i>	Answer Questions Using Text Features	P Independence S Decoding and Word Recognition
	Initial and Medial <i>/e/</i> ; Short <i>e</i>	Use Structure and Organization to Understand a Text	P Independence S Fluency
LESSON 9 <i>Time to Sleep and What Do You Do With a Tail Like This?</i>	High-Frequency Words; Short <i>e</i>	Compare and Contrast Texts	P Engagement and Identify S Comprehension
LESSONS 10–12 <i>What Do You Do With a Tail Like This?</i>	Consonants <i>r /r/, w /w/, j /j/, k /k/</i> ; Short <i>e</i>	Identify Elements of Informational Texts	P Engagement and Identify S Vocabulary Knowledge
	Consonants <i>v /v/, y /y/, z, zz /z/</i>	Ask and Answer Questions	P Engagement and Identify S Comprehension
	High-Frequency Words; Consonants <i>v /v/, y /y/, z, zz /z/</i>	Use Illustrations to Understand Details	P Stamina S Critical Thinking

P – Process Focus **S** – Strategy Focus