

## UNIT 5 • MODULE B

# Path to College and Career Readiness

## Dig Deeply into Complex Text

Observing the Messages of the Natural World



### TEXT SET

SAVVAS  
realize.

#### ANCHOR TEXT



*Our World in Space: Planets*  
Lexile 520L  
Informational Text

#### SUPPORTING TEXTS



*The Sun*  
Lexile 370L  
Informational Text

#### SLEUTH



"Finding a Voice"  
Lexile 310L

#### LEVELED TEXT LIBRARY

*Take a Look!* 160L

*Look Up* 190L

*Space Star* 290L

*Liftoff!* 120L

*Star Pictures* 120L

*The Mouse Who Loved the Moon* 420L

*Sunny Days* BR70L

*Lift the Sky Up* 320L

*The Moon Cheese: A Tale from Mexico* 520L

*All About Astronauts* 390L



## Enduring Understandings

- **Readers** understand that facts, details, and features in informational texts enable them to find answers to questions.
- **Writers** understand that they can convey questions and answers to readers.
- **Learners** understand that observation and prediction help us to discover information about the world.

### "Knows"

#### ESSENTIAL QUESTIONS

How do **readers** read to find answers to questions?

How do **writers** use facts and key details to answer questions about a topic?

### "Dos"

#### MODULE GOALS

**Readers** will use facts and details found in informational texts to find answers to questions.

**Writers** will use research to write question-and-answer informational texts.

**EXPLORE CONTENT** **Learners** will understand how to use observations and new learning to make predictions about our solar system.



## PERFORMANCE-BASED ASSESSMENT

### INFORMATIVE/EXPLANATORY TASK: WRITE A QUESTION-AND-ANSWER BOOK

Children will write a question-and-answer book about a planet or another element of the solar system. Children will use *Our World in Space: Planets* and *The Sun*, as well as other texts, to write their questions and answers.

# Observing the Messages of the Natural World

## ANCHOR TEXT *Our World in Space: Planets*

**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 |
|----------------------|------------------------------|--------------------------------------|---------------------|
| <b>planet</b>        | planetarium, planetary       | globe, sphere, world                 | <i>Topic</i>        |
| <b>space</b>         | spacious, spacer, spacy      | cosmos, universe                     | <i>Topic</i>        |
| <b>hotter</b>        | hot, hotly, hotness          | boiling, heated, humid, warmer       | <i>Topic</i>        |
| <b>dwarf</b>         | dwarven, dwarflike           | small, midget, mini                  | <i>Topic</i>        |
| <b>metal</b>         | metallic                     | alloy, mineral, ore                  | <i>Topic</i>        |
| <b>inner</b>         | innemost                     | inside, interior, internal, inward   | <i>Topic</i>        |
| <b>outer</b>         | outermost                    | outside, exterior, external, outward | <i>Topic</i>        |
| <b>giant</b>         | giantlike                    | huge, enormous, great                | <i>Topic</i>        |
| <b>closest</b>       | close, closely, closeness    | nearby, nearest, next                | <i>Topic</i>        |
| <b>strongest</b>     | strong, strongly, strength   | biggest, largest, toughest           | <i>Topic</i>        |
| <b>tools</b>         | toolbox, toolkit             | gadgets, machines, utensils          | <i>Unit Theme</i>   |
| <b>study</b>         | studious                     | consider, explore, search            | <i>Unit Theme</i>   |

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# Vocabulary to Unlock Text

### SUPPORTING TEXT *The Sun*

**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 |
|----------------------|------------------------------|--------------------------------------|---------------------|
| larger               | enlarge, largely, largeness  | bigger, greater, grander             | Topic               |
| brightly             | bright, brightness           | brilliantly                          | Unit Theme          |
| seasons              | seasonable, seasonal         | autumn, fall, spring, summer, winter | Unit Theme          |
| center               | centerpiece, central         | core, middle, midpoint               | Topic               |
| spins                | spinner, spin-off, spindle   | rotates, spirals, turns, twists      | Topic               |
| rises                | riser                        | appears, comes up, climbs            | Unit Theme          |
| sets                 | setting                      | disappears, goes down                | Unit Theme          |

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# Overview

**Readers** understand that facts, details, and features in informational texts enable them to find answers to questions.

| READYGEN LESSONS  | FOUNDATIONAL SKILLS  | READING INSTRUCTIONAL FOCUS<br>Text Talk / Close Read / Text Analysis | INDEPENDENT READING<br>Process and Strategy                                |
|---|--|---|--|
| <b>LESSONS 1–7</b><br><i>Our World in Space: Planets</i><br> | Vowel Digraphs <i>ie, igh</i>  | Ask and Answer Questions About a Text                                 | <b>P</b> Engagement and Identity<br><b>S</b> Comprehension                 |
|   | High-Frequency Words; Vowel Digraphs <i>ie, igh</i>                        | Use Details and Illustrations to Describe Key Ideas                   | <b>P</b> Engagement and Identity<br><b>S</b> Decoding and Word Recognition |
|   | Consonant Patterns <i>kn /nl/, wr /rl/</i>                                 | Know and Use Text Features to Find Information                        | <b>P</b> Engagement and Identity<br><b>S</b> Vocabulary Knowledge          |
|   | High-Frequency Words; Consonant Patterns <i>kn /nl/, wr /rl/</i>           | Ask and Answer Questions About Words and Phrases                      | <b>P</b> Stamina<br><b>S</b> Vocabulary Knowledge                          |
|   | Vowel Digraphs <i>ie, igh</i> ; Consonant Patterns <i>kn /nl/, wr /rl/</i> | Use Text Features to Locate Information                               | <b>P</b> Stamina<br><b>S</b> Comprehension                                 |
|   | Compound Words   | Use Text and Illustrations to Describe Ideas                          | <b>P</b> Stamina<br><b>S</b> Critical Thinking                             |
| <b>LESSONS 8–10</b><br><i>The Sun</i><br>                  | Vowel Digraphs <i>ue, ew, ui</i>   | Use Illustrations to Describe Key Ideas                               | <b>P</b> Independence<br><b>S</b> Fluency                                  |
|   | High-Frequency Words; Vowel Digraphs <i>ue, ew, ui</i>                     | Use Text Features to Find Key Details                                 | <b>P</b> Independence<br><b>S</b> Decoding and Word Recognition            |
|   | Compound Words; Vowel Digraphs <i>ue, ew, ui</i>                           | Make Connections to Words in a Text                                   | <b>P</b> Stamina<br><b>S</b> Vocabulary Knowledge                          |
| <b>LESSONS 11–12</b><br><i>Our World in Space: Planets and The Sun</i>  | Suffixes <i>-ly, -ful</i>  | Compare Two Texts on a Similar Topic                                  | <b>P</b> Stamina<br><b>S</b> Critical Thinking                             |
|   | High-Frequency Words; Suffixes <i>-ly, -ful</i>                            | Compare Texts on a Similar Topic                                      | <b>P</b> Engagement and Identity<br><b>S</b> Fluency                       |

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