

## UNIT 3 • MODULE A

# Path to College and Career Readiness

## Dig Deeply into Complex Text

Seeking Explanations



### TEXT SET

SAVVAS realize

#### ANCHOR TEXT



**Storm in the Night**  
Lexile 550L  
Literary Text

#### SUPPORTING TEXTS



**Knots on a Counting Rope**  
Lexile 540L  
Literary Text



**Paul Bunyan**  
Lexile 690L  
Literary Text

#### SLEUTH



**"We Need New Tornado Warnings!"**  
Lexile 680L

**"Taking Shelter"**  
Lexile 570L

#### LEVELED TEXT LIBRARY

*Grandmother Spider Steals the Sun: A Cherokee Tale* N P  
*When A Storm Comes* 540L  
*How to Measure the Weather* 620L  
*The Thunder and Lightning Men* 560L  
*Measuring the Earth* 790L  
*When the Earth Shakes* 820L  
*How Big? How Strong? Hurricanes and Earthquakes* 670L

*Weather Forecasting* 690L  
*Looking For Changes* 550L  
*The San Francisco Exploratorium* 800L  
*Dangerous Storms* 770L  
*Hurricane!* 610L  
*Star Trackers* 820L  
*Watch Out for Hurricanes!* 810L  
*Hare Rescues the Sun and Other Sky Myths* 640L



## Enduring Understandings

- **Readers** understand that stories have important central messages, lessons, or morals.
- **Writers** understand that opinion writing supports a point of view with reasons.
- **Learners** understand that oral histories have transmitted experiences, explanations, and wisdom for generations.

### "Knows"

#### ESSENTIAL QUESTIONS

How do **readers** determine the central message, lesson, or moral of a story?

How do **writers** support a point of view when writing an opinion?

### "Dos"

#### MODULE GOALS

**Readers** will recount stories to determine the central message, lesson, or moral.

**Writers** will support a point of view with reasons.

**EXPLORE CONTENT** **Learners** will understand how people use stories to explain the world.



## PERFORMANCE-BASED ASSESSMENT

### OPINION TASK: WRITE ABOUT THE POWER OF STORIES

Students will state and support their opinion about which text, *Storm in the Night* or *Knots on a Counting Rope*, has a more powerful central message.

# Seeking Explanations

## ANCHOR TEXT *Storm in the Night*

**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
fluttering	fluttery	flapping, waving, flaring	Action or Movement
brandishing	brand	wielding, thrashing	Action or Movement
commanded	commanding	demanded	Communication
interrupting	interruption	stopping, obstruct	Communication
ashamed	ashamedly	embarrassed, reluctant	Emotion
mutterings	mutter	mumble, utterance, inaudible	Communication

## UNIT 3 • MODULE A

# Vocabulary to Unlock Text

### SUPPORTING TEXT *Knots on a Counting Rope*

**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
canyon		steep, valley, gorge	<i>Setting</i>
ceremony	ceremonial	formal, occasion, ritual	<i>Setting</i>
sweep	sweeping	expanse, extend	<i>Action or Movement</i>
traced	traceable, tracing	copied, draw	<i>Action or Movement</i>
surround	surrounding	encircle, around	<i>Unit Theme</i>

# Seeking Explanations

## SUPPORTING TEXT *Paul Bunyan*

**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
<b>hitched</b>	unhitch	fastened, harnessed, tethered, coupled, hooked	<i>Action or Movement</i>
<b>stubborn</b>	stubbornness, stubbornly	determined	<i>Character</i>
<b>comfortable</b>	comfort	calm, relaxed	<i>Character</i>
<b>huddled</b>	huddling	crouching, crowded	<i>Action or Movement</i>
<b>eager</b>	eagerness	interest, expectant	<i>Character</i>
<b>groove</b>	grooved	track, narrow cut	<i>Setting</i>
<b>boulders</b>		large rocks, mountains	<i>Setting</i>

# UNIT 3 • MODULE A Overview

**Readers** understand that stories have important central messages, lessons, or morals.

READYGEN LESSONS	FOUNDATIONAL SKILLS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy
<b>LESSONS 1-4</b> <i>Knots on a Counting Rope</i> 	Irregular Plurals	Describe How Characters Share Knowledge	<b>P</b> Independence <b>S</b> Comprehension
	High-Frequency Words; Irregular Plurals	Explain Key Details of a Story's Central Message	<b>P</b> Independence <b>S</b> Critical Thinking
	Irregular Plurals	Distinguish Different Points of View	<b>P</b> Independence <b>S</b> Critical Thinking
	Irregular Plurals	Analyze How Characters' Actions Transmit Experience	<b>P</b> Engagement and Identity <b>S</b> Critical Thinking
<b>LESSONS 5-9</b> <i>Storm in the Night</i> 	Irregular Plurals	Distinguish Different Points of View	<b>P</b> Engagement and Identity <b>S</b> Comprehension
	r-Controlled Vowels	Analyze Details in Illustrations	<b>P</b> Engagement and Identity <b>S</b> Comprehension
	High-Frequency Words; r-Controlled Vowels	Analyze Key Details to Determine the Central Message	<b>P</b> Stamina <b>S</b> Comprehension
	r-Controlled Vowels	Explain How Characters' Actions Transmit Experiences	<b>P</b> Stamina <b>S</b> Critical Thinking
<b>LESSON 10</b> <i>Knots on a Counting Rope and Storm in the Night</i>	r-Controlled Vowels	Describe How Characters Transmit Experiences	<b>P</b> Independence <b>S</b> Comprehension
	<b>LESSONS 11-15</b> <i>Paul Bunyan</i> 	Prefixes pre-, mid-, over-, bi-, out-, de-	Understand and Distinguish Points of View
High-Frequency Words; Prefixes pre-, mid-, over-, bi-, out-, de-		Determine a Story's Central Message	<b>P</b> Independence <b>S</b> Comprehension
Prefixes pre-, mid-, over-, bi-, out-, de-		Convey a Central Message Through Key Details	<b>P</b> Engagement and Identity <b>S</b> Vocabulary Knowledge
Prefixes pre-, mid-, over-, bi-, out-, de-		Explain How Key Details Support the Central Message	<b>P</b> Engagement and Identity <b>S</b> Critical Thinking
Prefixes pre-, mid-, over-, bi-, out-, de-		Distinguish Different Points of View	<b>P</b> Engagement and Identity <b>S</b> Critical Thinking
<b>LESSON 16</b> <i>Storm in the Night and Paul Bunyan</i>	Suffixes -er, -or, -ess, -ist	Describe How Characters Transmit Experiences	<b>P</b> Stamina <b>S</b> Critical Thinking
<b>LESSON 17</b> <i>"The Myth of Icarus" and "Anansi's Long, Thin Legs"</i>	High-Frequency Words; Suffixes -er, -or, -ess, -ist	Determine Key Details that Convey a Central Message	<b>P</b> Stamina <b>S</b> Comprehension
<b>LESSON 18</b> <i>Storm in the Night, Knots on a Counting Rope, and Paul Bunyan</i>	Suffixes -er, -or, -ess, -ist	Determine the Central Message	<b>P</b> Stamina <b>S</b> Critical Thinking

**P** = Process Focus   **S** = Strategy Focus