

## UNIT 4 • MODULE A

# Path to College and Career Readiness

## Dig Deeply into Complex Text

Becoming an Active Citizen



### TEXT SET

SAVVAS  
realize™

#### ANCHOR TEXT



**Brave Girl**  
Lexile AD760L  
Informational Text

#### SUPPORTING TEXTS



**Back of the Bus**  
Lexile 720L  
Literary Text



**Below Deck: A Titanic Story**  
Lexile 750L  
Literary Text

#### SLEUTH



**"Don't Give Up!"**  
Lexile 710L

**"Honoring Code Talkers"**  
Lexile 770L

#### LEVELED TEXT LIBRARY

**A Home for the New Nation** 590L

**Sweet Freedom!** 790L

**Ways to Be a Good Citizen** 570L

**Every River Needs a Friend** 600L

**Changing Times** 750L

**A Trip to Capitol Hill** 830L

**American Revolution Heroes** 560L

**The United States Government** 800L

**Ralph Bunche** 850L

**Our Garden** 640L

**The Women's Movement** 820L

**We Shall Overcome** 910L

**The Power of the People** 830L

**A Band of Brave Men** 880L

**Danger! Children at Work** 920L



## Enduring Understandings

- **Readers** understand that literary and informational texts can be used to explore similar topics and ideas.
- **Writers** understand that opinions are supported with reasons and evidence.
- **Learners** understand that active citizens can change the world when they stand up for what they believe in.

### "Knows"

#### ESSENTIAL QUESTIONS

How do **readers** learn about a topic through literary and informational texts?

How do **writers** support their point of view with reasons and evidence?

### "Dos"

#### MODULE GOALS

**Readers** will explore a topic using both literary and informational texts.

**Writers** will compose an opinion essay in which their point of view is supported with reasons and evidence.

**EXPLORE CONTENT** **Learners** will identify qualities of active citizenship.



## PERFORMANCE-BASED ASSESSMENT

### OPINION TASK: WRITE ABOUT PEOPLE OR CHARACTERS

Students will choose one of the people or characters they read about. They will state and support an opinion about which person or character they think had the greatest effect on the events in the selection.

# Becoming an Active Citizen

## ANCHOR TEXT *Brave Girl*

**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>immigrants</b>	immigration, immigrate	foreigners, travel to a foreign country to live	<i>Unit Theme</i>
<b>hire</b>	hired, hiring	work, wages, money, employ	<i>Topic</i>
<b>filthy</b>	filth	dirty, not clean	<i>Topic</i>
<b>fined</b>		punishment, law, penalty, money	<i>Topic</i>
<b>fired</b>		dismiss, let go from a job	<i>Topic</i>
<b>imagined</b>	imagination	creative thinking	<i>Unit Theme</i>
<b>union</b>	unionize	meeting, club, political, worker, organized	<i>Unit Theme</i>
<b>punished</b>	punishable	penalty, harsh treatment	<i>Topic</i>
<b>pickets</b>	picketing	organized march, workers, protest	<i>Unit Theme</i>
<b>arrest</b>	arrested	police, custody, legal punishment	<i>Unit Theme</i>
<b>speech</b>	speeches	information, talk	<i>Unit Theme</i>
<b>meeting</b>	meet	group of people, assembly	<i>Topic</i>
<b>proposes</b>	proposal	suggestion, idea	<i>Topic</i>
<b>patience</b>	patiently	ability to wait	<i>Topic</i>
<b>revolt</b>	revolted	fight, rebellion	<i>Unit Theme</i>
<b>bravest</b>	bravely	strong, no fear, courage	<i>Unit Theme</i>

## UNIT 4 • MODULE A

# Vocabulary to Unlock Text

### ANCHOR TEXT *Brave Girl* continued

**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>industry</b>	industrial	factory, workers, economy	Topic
<b>abuses</b>	abusing, abusive	cruel acts and conditions	Topic
<b>affluent</b>	affluence	wealthy, money	Topic
<b>publicize</b>	publicity	newspaper, speech, marches	Unit Theme
<b>negotiate</b>	negotiation	agreement, discussion, compromise	Unit Theme
<b>hazardous</b>	hazard	dangerous, risk	Topic

### SUPPORTING TEXT *Back of the Bus*

**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>aisle</b>	aisles	bus, seats, walkway	Setting
<b>jammed</b>	jamming	full, close together	Action or Movement
<b>growly</b>	growl	gruff, harsh, angry	Character
<b>hush</b>		quiet, stop talking	Action or Movement
<b>scratchy</b>	scratch	rough texture, itchy	Emotion
<b>fierce</b>	fierceness	violent, intense, powerful, tough	Emotion
<b>belong</b>	belonging	to fit, be a member	Unit Theme
<b>pale</b>	paleness	light in color	Unit Theme
<b>punchy</b>		forceful	Emotion

# Becoming an Active Citizen

## BENCHMARK VOCABULARY *Below Deck: A Titanic Story*

**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>Titanic</b>	Titan, titanically	huge, great, colossal, ship, shipwreck, Atlantic Ocean, iceberg	<i>Plot</i>
<b>voyage</b>	voyager, voyaging	travel, trip, journey	<i>Plot</i>
<b>cramped</b>	cramp	tight, crowded, uncomfortable	<i>Setting</i>
<b>decks</b>	sundeck, decked	floor, ship	<i>Setting</i>
<b>longingly</b>	long, longing	craving, desire, wanting	<i>Emotion</i>
<b>stationary</b>	station, nonstationary	unmoving, still, immobile	<i>Action or Movement</i>
<b>abandon</b>	abandoned, abandonment, abandoner	leave, loss, alone	<i>Action or Movement</i>
<b>chaos</b>	chaotic, chaotically, chaos theory	disorder, confusion, disarray	<i>Plot</i>
<b>panic</b>	panicked, panicky, panicking, Pan	fear, terror	<i>Emotion</i>
<b>future</b>	futuristic, futurist	past, present, ahead, time	<i>Setting</i>
<b>rooted</b>	root, rootless, rootlike, rootedness	planted, plants, growth, connected, attached, base	<i>Action or Movement</i>
<b>launched</b>	launch, launch pad, launcher	send, throw, start	<i>Action or Movement</i>

# UNIT 4 • MODULE A

# Overview

Readers understand that literary and informational texts can be used to explore similar topics and ideas.

READYGEN LESSONS	FOUNDATIONAL SKILLS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy
<b>LESSONS 1–3</b> <i>Back of the Bus</i> 	Vowel Patterns ei, eigh	Explain How Characters' Actions Affect Sequence	<b>P</b> Independence <b>S</b> Critical Thinking
	Vowel Patterns ei, eigh	Explain How Characters Affect Plot and Theme	<b>P</b> Independence <b>S</b> Comprehension
	Vowel Patterns ei, eigh	Identify Real-Life Connections Between Words	<b>P</b> Independence <b>S</b> Comprehension
<b>LESSON 4</b> <i>Back of the Bus and Rosa Parks: Hero of Our Time</i> 	Vowel Patterns ei, eigh	Compare and Contrast Historical Events	<b>P</b> Engagement and Identity <b>S</b> Critical Thinking
<b>LESSONS 5–9</b> <i>Brave Girl</i> 	Vowel Patterns ei, eigh	Understand Words and Illustrations in a Text	<b>P</b> Engagement and Identity <b>S</b> Comprehension
	Suffixes -y, -ish, -hood, -ment	Describe Cause-and-Effect Relationships	<b>P</b> Stamina <b>S</b> Critical Thinking
	Suffixes -y, -ish, -hood, -ment	Distinguish Between Points of View	<b>P</b> Stamina <b>S</b> Comprehension
	Suffixes -y, -ish, -hood, -ment	Determine Main Idea and Key Details	<b>P</b> Stamina <b>S</b> Comprehension
	Suffixes -y, -ish, -hood, -ment	Identify Real-Life Connections Between Words	<b>P</b> Stamina <b>S</b> Comprehension
<b>LESSON 10</b> <i>Back of the Bus and Brave Girl</i>	Suffixes -y, -ish, -hood, -ment	Compare and Contrast Texts	<b>P</b> Independence <b>S</b> Critical Thinking
<b>LESSON 11</b> <i>"The Little Black-Eyed Rebel"</i> 	Vowel Digraphs oo, ew, ue, ui	Distinguish Shades of Meaning	<b>P</b> Independence <b>S</b> Vocabulary Knowledge
<b>LESSON 12</b> <i>"Brother Against Brother," "Dare," and "Where?"</i> 	Vowel Digraphs oo, ew, ue, ui	Determine the Central Message	<b>P</b> Independence <b>S</b> Critical Thinking
<b>LESSONS 13–15</b> <i>Below Deck: A Titanic Story</i> 	Vowel Digraphs oo, ew, ue, ui	Explain How Characters' Actions Affect Events	<b>P</b> Engagement and Identity <b>S</b> Vocabulary Knowledge
	Vowel Digraphs oo, ew, ue, ui	Describe How Events Build in a Story	<b>P</b> Engagement and Identity <b>S</b> Comprehension
	Vowel Digraphs oo, ew, ue, ui	Determine the Central Message of a Story	<b>P</b> Stamina <b>S</b> Critical Thinking
<b>LESSON 16</b> <i>Brave Girl and Below Deck</i>	Schwa	Compare and Contrast Two Texts	<b>P</b> Stamina <b>S</b> Critical Thinking
<b>LESSON 17</b> <i>Back of the Bus, Brave Girl and Below Deck</i>	Schwa	Compare and Contrast Key Details	<b>P</b> Stamina <b>S</b> Critical Thinking
<b>LESSON 18</b> <i>Rescue the Puffings!</i>	Schwa	Determine Key Details that Support a Central Message	<b>P</b> Stamina <b>S</b> Comprehension

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