

UNIT 5 • MODULE A

Path to College and Career Readiness

Dig Deeply into Complex Text

Knowing About Patterns and Structures



TEXT SET

SAVVAS  realize

ANCHOR TEXT



The Tiny Seed
Lexile 400L
Literary Text

SUPPORTING TEXTS



Jack's Garden
Lexile 20L
Literary Text

SLEUTH



"The Fish Brothers Race"
"Trucks in the Neighborhood"

LEVELED TEXT LIBRARY

Changes in the Garden BR100L

In the Garden BR70L

Gardens Change BR70L

Jungle Spots 50L

Designs 170L

Look! BR30L

Grow Tomatoes 170L

Let's Plant a Garden 160L

From Seeds to Plants 170L

Pattern Fun 360L



Enduring Understandings

- **Readers** understand that literary texts can have different structures.
- **Writers** understand that opinion writing expresses an author's thoughts.
- **Learners** understand that patterns exist both in literary texts and in the natural world.

"Knows"

ESSENTIAL QUESTIONS

How do **readers** identify literary texts?

How do **writers** share opinions about books?

"Dos"

MODULE GOALS

Readers will identify different types of literary texts.

Writers will state and support an opinion about a book.

EXPLORE CONTENT **Learners** will demonstrate understanding of various patterns in the world around them.



PERFORMANCE-BASED ASSESSMENT

OPINION TASK: WRITE ABOUT MY FAVORITE BOOK

Children will state an opinion about which story about plants they like better, *The Tiny Seed* or *Jack's Garden*.

Knowing About Patterns and Structures

ANCHOR TEXT *The Tiny Seed*

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 |
|----------------------|------------------------------|-------------------------|----------------------------|
| tiny | | small | <i>Unit Theme</i> |
| sails | sailboat | floats | <i>Actions or Movement</i> |
| strong | strength | | <i>Plot</i> |
| rays | | light | <i>Setting</i> |
| drifts | drifter, driftwood | flows | <i>Actions or Movement</i> |
| pushes | | shoves | <i>Actions or Movement</i> |
| settle | settlement, settler | decide, establish | <i>Plot</i> |
| burst | | explode, bloom | <i>Actions or Movement</i> |
| far | farther, further | distant | <i>Setting</i> |
| near | nearby, nearly | adjacent, close | <i>Setting</i> |
| shakes | shook | leaves | <i>Actions or Movement</i> |

UNIT 5 • MODULE A

Vocabulary to Unlock Text

SUPPORTING TEXT *Jack's Garden*

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 |
|----------------------|------------------------------|-------------------------|----------------------------|
| garden | | dirt, mud, grow | <i>Unit Theme</i> |
| planted | | sprouts, seeds | <i>Plot</i> |
| blossomed | | bloomed | <i>Actions or Movement</i> |
| sipped | | drank | <i>Actions or Movement</i> |
| chased | | followed | <i>Actions or Movement</i> |

UNIT 5 • MODULE A Overview

Readers understand that literary texts can have different structures.

| READYGEN LESSONS | FOUNDATIONAL SKILLS | READING INSTRUCTIONAL FOCUS <i>Text Talk / Close Read / Text Analysis</i> | INDEPENDENT READING <i>Process and Strategy</i> |
|---|--|--|---|
| LESSONS 1–7 <i>The Tiny Seed</i>  | Initial /j/; /j/ Spelled Jj | Recognize Common Types of Texts | P Engagement and Identity S Comprehension |
| | High-Frequency Words; /j/ Spelled Jj | Relate Words and Pictures in a Story | P Engagement and Identity S Comprehension |
| | Initial /w/; /w/ Spelled Ww | Identify the Major Events in a Story | P Engagement and Identity S Comprehension |
| | /w/ Spelled Ww | Use Words to Understand a Text | P Stamina S Fluency |
| | /j/ Spelled Jj; /w/ Spelled Ww | Use Words to Understand a Text | P Stamina S Decoding and Word Recognition |
| | Final /ks/; /ks/ Spelled Xx | Use Key Details to Understand a Text | P Stamina S Critical Thinking |
| | High-Frequency Words; /ks/ Spelled Xx | Use Words to Understand a Text | P Independence S Decoding and Word Recognition |
| LESSONS 8–11 <i>Jack's Garden</i>  | Final /ks/; /ks/ Spelled Xx | Recognize Types of Texts | P Independence S Critical Thinking |
| | /ks/ Spelled Xx | Identify Author and Illustrator Roles | P Independence S Critical Thinking |
| | /ks/ Spelled Xx | Identify Details About Events | P Stamina S Vocabulary Knowledge |
| | Initial and Medial /u/; /u/ Spelled Uu | Use Words to Understand a Story | P Stamina S Fluency |
| LESSONS 12–13 <i>The Tiny Seed and Jack's Garden</i> | High-Frequency Words; /u/ Spelled Uu | Compare and Contrast Stories | P Engagement and Identity S Comprehension |
| | Initial and Medial /u/; /u/ Spelled Uu | Retell Stories Using Key Details | P Engagement and Identity S Vocabulary Knowledge |

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