

ReadyGEN Unit 1

Kgn.		1 st		2 nd		3 rd		4 th		5 th	
Living Together This Is Home		Connecting to Our World		Understanding Communities		Observing the World Around Us		Becoming Researchers		Depending On Each Other	
Module A	Module B	Module A	Module B	Module A	Module B	Module A	Module B	Module A	Module B	Module A	Module B
<p>Performance Based Assessment Task: Comings and Goings: Home</p> <p>WRITING TYPE: <i>Narrative Text</i> Children will use a combination of drawing, dictating, and writing to narrate a single event about an animal coming and going from its home.</p> <p>Target Standards W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p> <p>Anchor Text <i>Make Way for Ducklings</i> by Robert McCloskey 690L Literary Text</p> <p>Supporting Text <i>A House for Hermit Crab</i> by Eric Carle 480L</p> <p>Enduring Understandings <i>Readers</i> understand that there is a relationship between illustrations and words.</p> <p><i>Writers</i> understand that pictures and words in a sequence help tell a story.</p> <p><i>Learners</i> understand that home is an important concept to all living species.</p>	<p>Performance Based Assessment Task: A Special Home</p> <p>WRITING TYPE: <i>Informative/ Explanatory</i> Children will use a combination of drawing, writing, and dictating to explain why a particular home would be best for a certain plant or animal.</p> <p>Target Standards W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Anchor Text <i>Life in a Pond</i> by Carol K. Lindeen 310L Informational Text</p> <p>Supporting Text <i>A Bed for the Winter</i> by Karen Wallace 620L</p> <p>Enduring Understandings <i>Readers</i> understand that asking and answering questions help a reader get information from a text.</p> <p><i>Writers</i> understand that writers compose text with different purposes in mind.</p> <p><i>Learners</i> understand that Environmental challenges can affect a living species ability to survive and thrive.</p>	<p>Performance Based Assessment Task: Life Lessons</p> <p>WRITING TYPE: <i>Narrative</i> Children will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, about a friendship.</p> <p>Target Standard:W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Anchor Text <i>Stellaluna</i> 690L Literary Text</p> <p>Supporting Text “Dragons and Giants,” from <i>Frog and Toad Together</i> by Arnold Lobel 450L</p> <p>Enduring Understandings <i>Readers</i> understand that they improve their comprehension by identifying and understanding the story elements of a text.</p> <p><i>Writers</i> understand that details play a role in explaining characters, central message, and setting of the story.</p> <p><i>Learners</i> understand that characters relate to one another.</p>	<p>Performance Based Assessment Task: Animal Q & A</p> <p>WRITING TYPE: <i>Informative/ Explanatory</i> Children will write a question and answer book, with guidance and support from adults, about an animal and its environment.</p> <p>Target Standard:W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Anchor Text <i>Elephants and Their Calves</i> 370L Informational Text</p> <p>Supporting Text <i>What Do You Do with a Tail Like This?</i> by Steve Jenkins & Robin Page 620L</p> <p>Enduring Understandings <i>Readers</i> understand informational text is written differently than literary text and makes different demands on the reader.</p> <p><i>Writers</i> understand that different genres have different structures and conventions.</p> <p><i>Learners</i> understand that living things have certain behaviors that shape them and allow them to survive.</p>	<p>Performance Based Assessment Task: A New Scene</p> <p>WRITING TYPE: <i>Narrative</i> Children will write a narrative in which they add a scene to Charlotte's Web. Children will choose a specific line from the text and insert their scene after that. They will focus on one or two characters.</p> <p>Target Standard:W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Anchor Text <i>Charlotte's Web</i>, by E.B. White 680L Literary Text</p> <p>Supporting Text <i>Snowshoe Hare's Winter Home</i>, by Gillian Richardson 540L</p> <p>Enduring Understandings <i>Readers</i> understand relationships between characters through the events and challenges in a story.</p> <p><i>Writers</i> understand that details and signal words help readers sequence events in a story.</p> <p><i>Learners</i> understand that relationships matter to a community.</p>	<p>Performance Based Assessment Task: Rural Communities</p> <p>WRITING TYPE: <i>Informative/ Explanatory</i> Children will draw a rural scene from On the Farm and include details about the rural community they have chosen based on the text and illustrations in On the Farm. Children will then write several sentences that explain their scene.</p> <p>Target Standard:W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement section.</p> <p>Anchor Text <i>On the Farm</i>, by Julie Ferris 790L Informational Text</p> <p>Supporting Text <i>The House on Maple Street</i> by B. Pryor 650L</p> <p>Enduring Understandings <i>Readers</i> understand that facts and definitions develop points and help readers understand what the author wants to explain, answer, or describe.</p> <p><i>Learners</i> understand that people in communities have different experiences based on where they live.</p>	<p>Performance Based Assessment Task: Narrating Our World</p> <p>WRITING TYPE: <i>Narrative</i> Students will observe a busy area, just as the characters in The Case of the Gasping Garbage and take notes on the people, events and environment. Students will use their observations to write an original narrative story featuring characters and settings from their world.</p> <p>Target Standards: W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p> <p>Anchor Text <i>The Case of the Gasping Garbage</i> by Michele Torrey AD460L Literacy Text</p> <p>Supporting Texts <i>Thunder Cake</i> by Patricia Polacco 630L</p> <p><i>“Location, Location, Location”</i> from The Lemonade War by Jacqueline Davis 630L</p> <p>Enduring Understandings <i>Readers</i> understand characters’ motivations and actions in stories.</p> <p><i>Writers</i> understand that characters’ actions impact the sequence of events in a story.</p> <p><i>Learners</i> understand that close observation helps to identify problems and find solutions.</p>	<p>Performance Based Assessment Task: In the News</p> <p>WRITING TYPE: <i>Informative/ Explanatory</i> Students will write an informative/explanatory news article on one living thing. Topics will be selected by the students.</p> <p>Target Standards: W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</p> <p>Anchor Text <i>At the Root of It</i> by Robert Newell 690L Informational Text</p> <p>Supporting Texts <i>Let's Classify Organisms</i> 860L <i>The Moon Seems to Change</i> by Franklin M. Branley 470L</p> <p>Enduring Understandings <i>Readers</i> understand main ideas by looking closely at the facts and details used to support them.</p> <p><i>Writers</i> understand how to convey information about main ideas and details through text features and illustrations.</p> <p><i>Learners</i> understand how close observation can explain how and why things in the world</p>	<p>Performance Based Assessment Task: Biographical Spotlight</p> <p>WRITING TYPE: <i>Narrative</i> Students will conduct a short investigative project on a scientist/researcher who has made a difference. Students will read articles about the person's work. Students will write a biography that clearly introduces the subject and develops a main idea about the subject with facts and concrete details.</p> <p>Target Standards:W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Anchor Text <i>Skeletons Inside & Out</i> by Claire Daniel 770L Literary Text</p> <p>Supporting Texts: Movers and Shapers. Dr. Patricia Macnair IG910L <i>The King of the Parking Lot</i> by Gaby Triana Nuñez 920L</p> <p>Enduring Understandings <i>Readers</i> use information presented in different ways and from different sources to demonstrate understanding of a topic.</p> <p><i>Writers</i> use organizational structures, specific word choice, and evidence when explaining a topic.</p> <p><i>Learners</i> use multiple sources to consider evidence and build an idea.</p>	<p>Performance Based Assessment Task: Making a Difference</p> <p>WRITING TYPE: <i>Narrative</i> Students will write a narrative short story or drama with a clear beginning, middle, and end about a character who demonstrates a commitment to the environment.</p> <p>Target Standards W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Anchor Text <i>Night of the Spadefoot Toads</i> by Bill Harley 610L Literary Text</p> <p>Supporting Texts “Shells,” from <i>Every Living Thing</i> by Cynthia Rylant 870L <i>Hatchet</i> by Gary Paulson 960L</p> <p>Enduring Understandings <i>Readers</i> understand how a character's actions are influenced by the settings and sequence of events described in a text. <i>Writers</i> understand that writer's techniques help readers get to know characters, their experiences and their responses to situations. <i>Learners</i> understand that people change in relation to their surroundings.</p>	<p>Performance Based Assessment Task: Get the Word Out</p> <p>WRITING TYPE: <i>Informative/Explanatory</i> Students will write a clear and logical informative essay that describes what is happening to the rain forest.</p> <p>Target Standards W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Anchor Text <i>Rachel Carson: Pioneer of Ecology</i> by Kathleen V. Kudlinski 770L Informational Text</p> <p>Supporting Texts <i>Rain Forest Food Chains</i> by Heidi Moore 800L <i>Pale Male: Citizen Hawk of New York City</i> Janet Schulman 1030L</p> <p>Enduring Understandings <i>Readers</i> understand relationships or interactions between two or more individuals, concepts or events based on specific information from texts. <i>Writers</i> understand how to develop a topic with facts, definitions, concrete details, quotations, or other domain-specific information/examples related to the topic. <i>Learners</i> understand that people, animals and all living things live in interactive ways and impact one another.</p>	

ReadyGEN Unit 2

Kgn		1 st		2 nd		3 rd		4 th		5 th	
Understanding Then and Now		Becoming a Classroom Citizen		Making Decisions		Connecting Character, Culture, and Community		Interactions in Nature and Culture		Finding Courage	
Module A	Module B	Module A	Module B	Module A	Module B	Module A	Module B	Module A	Module B	Module A	Module B
<p>Performance Based Assessment Task: Change</p> <p>WRITING TYPE: Narrative Children will create a time line of their own experiences and share details about them using illustrations and some text.</p> <p>Target Standards W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction what happened.</p> <p>Anchor Text <i>The Little House</i> by Virginia Lee Burton 890L Literary Text</p> <p>Supporting Text <i>Four Seasons Make a Year</i> by Anne Rockwell 660L</p> <p>Enduring Understandings <i>Readers</i> understand the Connection between the illustrations and words.</p> <p><i>Writers</i> understand that illustrations and words are used to narrate an event and tell a story.</p> <p><i>Learners</i> understand that there are similarities and differences between then and now.</p>	<p>Performance Based Assessment Task: Life on the Farm</p> <p>WRITING TYPE: <i>Opinion</i> Children will then draw and write to support their opinion to the following question: Would you like to live on a farm? Why or why not? Children will use drawing, dictating, and writing to compose an opinion piece. Target Standards W.K.1 combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>Anchor Text <i>Century Farm</i> by Cris Petersen 890L Informational Text</p> <p>Supporting Text <i>Life at Home: Then and Now</i> by Vicki Yates 330L</p> <p>Enduring Understandings <i>Readers</i> understand that asking questions enables a reader to gain information from a text.</p> <p><i>Writers</i> understand that they can express an opinion through writing, dictating, and drawing.</p> <p><i>Learners</i> understand there are similarities and differences between then and now.</p>	<p>Performance Based Assessment Task: Classroom Citizens</p> <p>WRITING TYPE: <i>Opinion</i> Children will write an opinion piece that states an opinion about what it means to be a classroom citizen and supplies a reason for the opinion. Target Standard: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Anchor Text <i>A Fine, Fine School</i>, by Sharon Creech 300L Literary Text</p> <p>Supporting Text <i>Recess Queen</i>, by Alexis O’Neill AD450L</p> <p>Enduring Understandings <i>Readers</i> understand that details in the text help them identify a central message in the text.</p> <p><i>Writers</i> understand that opinions are supported by reasons.</p> <p><i>Learners</i> understand that citizenship begins with becoming a contributing member of the classroom community.</p>	<p>Performance Based Assessment Task: Global School Citizen</p> <p>WRITING TYPE: <i>Informative/ Explanatory</i> Children will explain the similarities between their school lives and the school experience of a child they have chosen from the anchor text. The explanation will show that children all around the world are connected as global school citizens.</p> <p>Target Standard:W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Anchor Text <i>It’s Back to School We Go!</i> by Ellen Jackson 760L Informational Text</p> <p>Supporting Text <i>Going to School</i> by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin 590L</p> <p>Enduring Understandings <i>Readers</i> understand that illustrations and details in the text help readers identify main ideas.</p> <p><i>Writers</i> understand that facts help explain a topic.</p> <p><i>Learners</i> understand that as global citizens, we are connected to people beyond our own communities and we have a shared responsibility to protect and respect our world.</p>	<p>Performance Based Assessment Task: Decision Stories</p> <p>WRITING TYPE: <i>Narrative</i> Children will refer to Alexander from Alexander, Who Used to Be Rich Last Sunday, and the girl from A Chair for My Mother, and will create a character who wants to buy something. Children will create a narrative that tells the story of what the character wanted to buy, whether or not he/she was able to buy it, and the decision the character has to make. Target Standard: W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Anchor Text <i>Alexander, Who Used to Be Rich Last Sunday</i>, by Judith Viorst AD570L Literary Text Supporting Text <i>A Chair for My Mother</i>, Vera B. Williams 640L</p>	<p>Performance Based Assessment Task: Decision Makers</p> <p>WRITING TYPE: <i>Opinion</i> Using the information from the informational text Do I Need It? Or Do I Want It? and the persuasive writing examples from the story I Wanna Iguana, children will write an opinion piece about something they want.</p> <p>Target Standard:W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p> <p>Anchor Text <i>Do I Need It? Or Do I Want It?.</i> by Jennifer S. Larson 510L Informational Text</p> <p>Supporting Text <i>I Wanna Iguana</i>, by Karen Kaufman Orloff AD460L</p> <p>Enduring Understandings <i>Readers</i> understand that questions help clarify and extend ideas.</p> <p><i>Writers</i> understand that authors use details and facts to support an opinion.</p> <p><i>Learners</i> understand that people make decisions based on their needs, wants and availability of resources.</p>	<p>Performance Based Assessment Task: Miss Agnes Returns</p> <p>WRITING TYPE: <i>Narrative</i> Students will use what they have learned about character to write a next scene in the book. They can act it out with partners or create a visual element to complement the scene, showing their knowledge of character.</p> <p>Target Standards: W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p> <p>Anchor Text <i>The Year of Miss Agnes</i> by Kirkpatrick Hill 790L Literary Text</p> <p>Supporting Texts “Athabaskan Culture” by Ron Fridell <i>The Frog Princess: A Tlingit Legend from Alaska</i> retold by Eric Kimmel</p> <p>Enduring Understandings <i>Readers</i> understand that a character contributes to a sequence of events.</p> <p><i>Writers</i> understand that a central message is conveyed through the actions of a character.</p> <p><i>Learners</i> understand that relationships within a community are affected by culture and community.</p>	<p>Performance Based Assessment Task: Community Compare and Contrast</p> <p>WRITING TYPE: <i>Informative/ Explanatory</i> Students will use what they have learned to compare and contrast the ways of life of two communities. They will share their compare and contrast understandings with a multimedia presentation.</p> <p>Target Standards: W.3.2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.</p> <p>Anchor Text <i>What Is a Community? From A to Z</i> by Bobbie Kalman IG 680L Informational Text</p> <p>Supporting Texts Around <i>Our Way on Neighbors’ Day</i> by Tameka Fryer Brown AD 630L <i>City Homes</i> by Nicola Barber NC 760L</p> <p>Enduring Understandings <i>Readers</i> understand that photographs, illustrations, and captions help us master concepts in informational text.</p> <p><i>Writers</i> understand that ideas are clearly presented through the structure and features of texts.</p> <p><i>Learners</i> understand that there are similarities and differences in communities around the world.</p>	<p>Performance Based Assessment Task: Writing a Legend</p> <p>WRITING TYPE: <i>Narrative</i> Students will write a narrative legend that reflects the qualities of the genre, including elements of truth, culture, bigger than life characters and resolution of a problem that challenges ways of life, using real or imagined experiences or events from history.</p> <p>Target Standards:W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Anchor Text <i>Hiawatha</i> by Henry Wadsworth Longfellow NP Literary Text</p> <p>Supporting Texts: “Pecos Bill” and “John Henry” from <i>American Tall Tales</i> by Mary Pope Osborne 770L <i>How the Stars Fell into the Sky: A Navajo Legend</i> by Jerrie Oughton 780L</p> <p>Enduring Understandings <i>Readers</i> understand that the theme in poetry or drama can be interpreted from the details.</p> <p><i>Writers</i> understand that dialogue and description reveal how characters respond and react to situations.</p> <p><i>Learners</i> understand that cultures interact with and interpret nature in different ways.</p>	<p>Performance Based Assessment Task: Compare & Contrast</p> <p>WRITING TYPE: <i>Opinion</i> Students will write an opinion piece that examines a topic and expresses an opinion clearly. Students will examine daily life in the cultures of the Ojibwa from The Birchbark House and the people of the Northwest Coast from Northwest Coast Peoples and explain which book did a better job of writing about Native American life.</p> <p>Target Standards:W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic clearly or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p> <p>Anchor Text <i>The Birchbark House</i> by Louise Erdich 930L Literary Text</p> <p>Supporting Texts: <i>Social Studies Explorer: The Midwest</i> (Social Studies Explorer series) 970L “Northwest Coast Peoples” from Kids Discover, December 2007 by Lois Markham 970L</p> <p>Enduring Understandings <i>Readers</i> understand that comparing and contrasting texts builds knowledge.</p> <p><i>Writers</i> understand that they can draw evidence from literary text and informational text to support analysis, reflection and research.</p> <p><i>Learners</i> understand the impact of communities on one another.</p>	<p>Performance Based Assessment Task: Speeches for Justice</p> <p>WRITING TYPE: <i>Opinion</i> Students will choose an example of inequality/injustice that inspires them and write a speech to share with the class, advocating for change.</p> <p>Target StandardsW.5.2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Anchor Text <i>Heart and Soul</i> by Kadir Nelson 1050L Literary Text</p> <p>Supporting Texts <i>Operation Clean Sweep</i> by Darleen Bailey Beard 720L <i>Cesar Chavez: Champion of Workers</i> by Tyler Schumacher 780L</p> <p>Enduring Understandings <i>Readers</i> understand that the theme of a text can be determined by analyzing the author’s use of details/ description, point of view, voice, imagery, and mood/ tone.</p> <p><i>Writers</i> understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.</p> <p><i>Learners</i> understand that people respond to inequality and injustice with a variety of tactics.</p>	<p>Performance Based Assessment Task: Acts of Courage</p> <p>WRITING TYPE: <i>Informative/Explanatory</i> Students will respond to the question: How are acts of courage revealed? Students will write a brief informative/explanatory text to examine this topic. Target StandardsW.5.2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>Anchor Text <i>Escape to Freedom: The Underground Railroad</i> by Barbara Brooks Simon 720L Supporting Texts <i>The Great Migration</i> by Jacob Lawrence 830L Informational Text <i>Angel Island</i> by Alice K. Flanagan 980L Enduring Understandings <i>Readers</i> understand that authors support main ideas with key details, providing reasons and evidence to explain the relationships between individuals, ideas, and concepts within a text. <i>Writers</i> understand that informative/explanatory texts examine a topic and convey ideas and information by drawing upon evidence from both literary and informational texts to support analysis, reflection, and research.</p> <p><i>Learners</i> understand that large-scale movements are produced by a unique confluence of leadership and events.</p>

