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Welcome to ReadyGEN

What's in This for Me?



A literacy program
that helps your students become
readers
writers
thinkers

*So you're ready
for day one!*



Welcome to ReadyGEN®

Hi there teachers, I'm Becky.

Welcome to ReadyGEN®, a literacy program that helps your students become readers, writers, and thinkers.

We'll look at units, modules, and lessons so you're ready for day one!

What Is ReadyGEN?



You may be wondering how ReadyGEN is different from other programs. Let's take a look at what sets it apart from the rest.

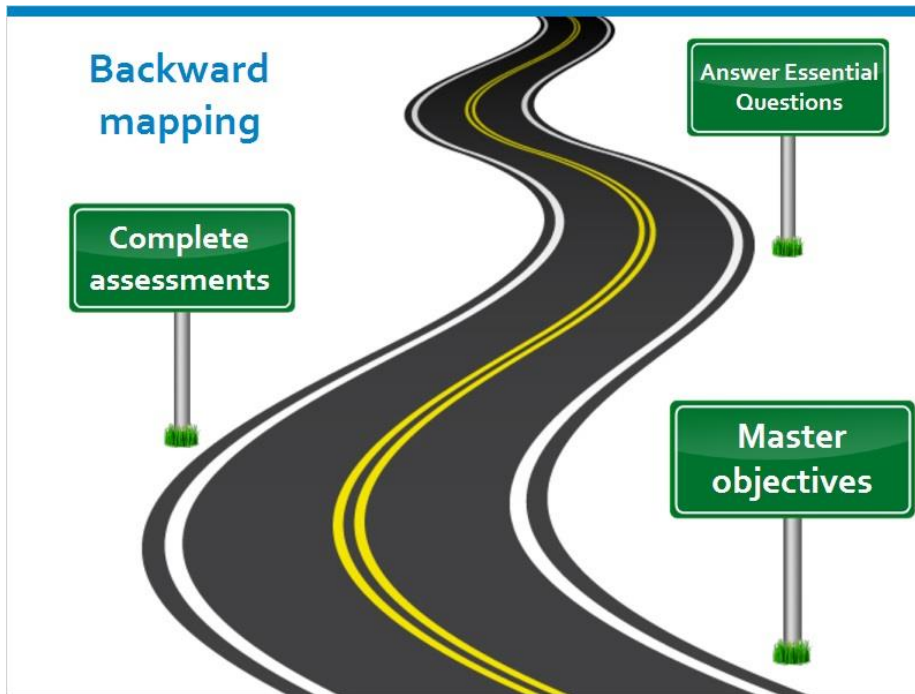
ReadyGEN is integrated, collaborative, and authentic. Keep these three words in mind throughout this tutorial.

Integrated: ReadyGEN is focused on reading, writing, speaking, and listening. You'll see how these pieces are connected and woven throughout lessons.

Collaborative: ReadyGEN is built on a collaborative learning model. Teachers and students work through the learning process together.

Authentic: Students read authentic, rigorous texts. The text sets are the core of instruction and help students build content knowledge and develop literacy skills.

Thoughtful Design



You've heard the saying, "Keep your eyes on the prize," right? That's exactly how ReadyGEN is designed—with the end in mind.


You'll notice backward mapping throughout the units, modules, and lessons.

All instruction helps students build knowledge and skills that help them

- master objectives;
- complete assessments successfully; and
- discuss and reflect on the Essential Questions.

Let's take a closer look.

How It All Connects



OBJECTIVES

Focus Identify characters and describe how they respond to story events. **RL.2.3**

Describe characters in a story. **RL.2.3**

Respond to comments made by others in a conversation. **SL.2.1a**

Text Complexity Rubrics
pp. TR48-TR54

[See Routines on pp. TR2-TR31](#)

**FOUNDATIONAL SKILLS
MINI-LESSON**

Short Vowels

- Talk with children about short vowel sounds and their spellings. Use Sound-Spelling Cards 1, 6, 11, 17, and 24 to review *a*, *e*, *i*, *o*, and *u*.
- Write these words from *Trouble at the Sandbox*, pp. 2-5, in a row: had, when, big, hot, sun. Read them with children. Have children identify the short vowel sound in each word and the letter that spells it. Ask volunteers to place each Sound-Spelling Card by the word that has the same vowel sound and spelling.

Identify Characters' Responses

LESSON 1
FIRST READ **Build Understanding**


SET THE PURPOSE Focus the instruction for the unit by sharing the following Enduring Understanding: *Readers understand that characters in stories have unique points of view.* Say: We are going to read several stories in this unit and learn how the characters in each story have unique, or individual, points of view. A character's point of view includes his or her opinions or feelings. Readers can understand a character's point of view by paying attention to how the character responds to what happens in the story.

ENGAGE CHILDREN Introduce the book *Trouble at the Sandbox*. Share the following Essential Questions with children and tell them that they should think about the questions as the class reads, talks, and writes about the texts in this module: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story? Tell children: In this lesson, we are going to learn how readers can identify characters and describe the ways they respond to events, or what is happening, in the story.*

READ As you introduce pp. 2-5 of this new text, use the appropriate reading routine from pp. TR8-TR19. In this first reading, children should be reading for an understanding of what the text is mainly about.

TURN AND TALK After reading, have children turn to a partner and discuss this question using examples from the text: *Who are the characters in this story and what are they doing?* Use the **Think-Pair-Share Routine** on pp. TR2-TR3. (Theo, Izzy, and Josh, p. 2; building a volcano in the sandbox, p. 4)

As you check children's understanding, make sure they are using best practices for speaking and listening as outlined in the routine.



ReadyGEN is organized by units and modules.

Grades K-2 have six units and Grades 3-6 have four units.

Each unit has two modules that are connected by the unit theme.

Unit themes are related and build on each other across grade levels.

Modules are linked by content to help students build knowledge and make connections throughout units.

Each module has a text set and all texts are related by topic. Your students will build content knowledge around the unit theme as they read authentic texts.

Students apply what they learn when they complete the meaningful Performance-Based Assessments at the end of each module.

Let's look at the lessons to see how they prepare students for the assessments.

Engaging Lessons

The screenshot shows the Teacher's Guide for Lesson 1, titled "Identify Character Responses". It includes a sidebar with "OBJECTIVES" and "FOUNDATIONAL SKILLS MINI-LESSON". The main content area is divided into sections: "SET THE PURPOSE", "ENGAGE CHILDREN", "READ", "TURN AND TALK", "WRITE ABOUT CHARACTER RESPONSES", and "ORGANIZE A NARRATIVE". The "READ" and "TURN AND TALK" sections are highlighted with red boxes. The "WRITE ABOUT CHARACTER RESPONSES" section includes a "PREPARE TO WRITE" section and a "WRITE A NARRATIVE" section, both of which are also highlighted with red boxes.

Identify Character Responses

LESSON 1
Trade Book
Teacher's Guide

OBJECTIVES
Focus: Identify characters and describe how they respond to story events. **RL.2.3**
Describe characters in a story. **RL.2.3**
Respond to comments made by others in a conversation. **SL.2.1a**

Text Complexity Rubrics
pp. TR48–TR54

See Routines on pp. TR2–TR31

FOUNDATIONAL SKILLS MINI-LESSON

Short Vowels

- Talk with children about short vowel sounds and their spellings. Use Sound-Spelling Cards 1, 6, 11, 17, and 24 to review *a*, *e*, *i*, *o*, and *u*.
- Write these words from *Trouble at the Sandbox*, pp. 2–5, in a row: had, when, big, hot, sun. Read them with children. Have children identify the short vowel sound in each word and the letter that spells it. Ask volunteers to place each Sound-Spelling Card by the word that has the same vowel sound and spelling.

SET THE PURPOSE Focus the instruction for the day by sharing the following Enduring Understanding: *understand that characters in stories have unique traits, including how they respond to events, or points of view. A character's point of view includes opinions or feelings. Readers can understand a character's point of view by paying attention to how the character responds to events.*

ENGAGE CHILDREN Introduce the book *Trouble at the Sandbox*. Share the following Essential Questions and tell them that they should think about the questions as they read, talk, and write about the texts in the lesson: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?* In this lesson, we are going to learn how to identify characters and describe the ways they respond to events, or what is happening, in the story.

READ As you introduce pp. 2–5 of this new story, use the following routine from pp. TR8–TR19. In the routine, children should be reading for an understanding of the text, not for an understanding of the text.

TURN AND TALK After reading, have children partner and discuss one question using examples from the text. Use the *Think-Pair-Share* routine on pp. TR2–TR31. Use the routine on pp. TR2–TR31. Use the routine on pp. TR2–TR31.

WRITE ABOUT CHARACTER RESPONSES

PREPARE TO WRITE Explain to children that they will write a narrative about Theo and his interactions with Izzy and Josh. Remind them to think about what Theo's interactions with others say about him as a character. Have children consider these guiding questions as they prepare to write:

- What will Theo's interaction with Izzy and Josh be about?
- Where will this narrative take place?
- What are some key details I read about Theo that will help me write about how he would interact with Izzy and Josh?

ORGANIZE A NARRATIVE Once children have decided what their interaction will be about, you will begin the writing, asking volunteer ideas of how to continue the scene.

Model forming and starting a narrative about the characters' response to one another from *Trouble at the Sandbox*: As I look for details about Theo interacting with his friends, I see that he is helpful, he shares, and seems to enjoy playing, especially in the sandbox. I need to think about what we all agreed upon as a class when I'm writing about Theo, Izzy, and Josh. I need to think about how they would interact with one another. I need to think about how they would interact with one another. I need to think about how they would interact with one another.

WRITE A NARRATIVE Begin the writing yourself and have children volunteer to direct the writing and choose which details to include. If children to include details on what the interaction between Theo, Izzy, and Josh will be like.

Model the beginning of a narrative, based on the model used in the section: Theo arrived at school to find that Izzy and Josh were already there. He walked up to them and said, "Hi." Izzy and Josh stopped and said "Hi!" at the same time to Theo. There was still some time before school started, so Izzy asked Theo and Josh if they wanted to go play.

Your students will be reading, writing, and discussing texts every day.

Look to the Module Planner in your Teacher's Guide for an outline of the daily lessons. You'll find

- titles;
- reading lesson focus;
- Benchmark Vocabulary words;
- writing lesson focus;
- conventions and foundational skills; and
- pacing suggestions.

Lessons are based on the gradual release model so you'll be modeling and teaching, students will be practicing and working together, and then they'll have plenty of opportunities to work independently.

Lessons include

- Foundational Skills;
- Whole Group Reading;
- Small Group Time; and
- Writing Workshop.

Next let's learn more about each part of the lesson.

Foundational Skills

FOUNDATIONAL SKILLS MINI-LESSON

Consonant Digraphs ch, tch, sh, th, wh

- Read aloud the selection title, *Alexander, Who Used to Be Rich Last Sunday*. Write and say the word *rich*. The last sound in *rich* is /ch/. The letters *ch* spell the /ch/ sound in *rich*. Underline *ch*. Have children say the word several times.
- Write and say the word *chick*. What sound do you hear at the beginning of *chick*? (/ch/) How is /ch/ spelled in *chick*? (*ch*) Have children say *chick* and *rich* several times.
- Repeat using the words *match*, *ship*, *wash*, *thin*, *bath*, and *what* to introduce the other consonant digraphs (*tch*/*ch*/, *sh*/*sh*/, *th*/*th*/, *wh*/*wh*/).

For more explicit instruction, see pp. 14a–14b in this Teacher's Guide.

Foundational Skills

OBJECTIVE
Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3

Phonics
Consonant Digraphs *ch, tch, sh, th, wh*

TEACH Display Sound-Spelling Cards 34, 47, 48, 50, 51, and 52 and say the picture names, emphasizing /ch/ in *chair* and *what*, /sh/ in *ship*, /th/ in *thumb*, /tch/ in *match*, and /wh/ in *what*. These words have consonant digraphs. A consonant digraph is made up of two or three letters that together spell a new sound. Point to Sound-Spelling Card 34. The word *chair* begins with /ch/. The /ch/ sound is spelled /ch/ at the beginning of *chair*. Repeat with the other Sound-Spelling Cards to introduce consonant digraphs *ch, sh, th, and wh*.

MODEL Display pictures of a patch, chick, ship, thumb, and wheel in random order. Point to the patch. This is a patch. When I say the word patch, I hear /ch/ at the end. Listen: *patch*. Write the word patch by the letters *ch*.

GUIDE PRACTICE Have children say the patch and the words and ask them to write the words and label their word.

PRACTICE Write the letters *ch, sh, th, and wh* on the board. Write the words *chick, ship, thumb, and wheel* on the board. Have children write the words and label their word.

Write o, e, i, o, or u to finish each word.

1. *ch* _____ 2. *sh* _____ 3. *th* _____ 4. *wh* _____

5. *ch* _____ 6. *sh* _____ 7. *th* _____ 8. *wh* _____

9. Jan is at a _____ with Tim. *kick pocket picnic*

10. Tim gives Jan a _____ *nopkin nup nose*

You'll teach foundational skills in every lesson. Start with the Mini-Lesson and then go from there depending on what your students need. You'll find more lessons in your Teacher's Guide and games and practice pages on Pearson Realize.

Whole Group Reading

Whole Group Reading

Alexander, Who Used to Be Rich Last Sunday

OBJECTIVES
Focus: Understand story structure.
• RF.2.3 Identify how characters respond to major events or challenges.
• RF.2.3

Text Complexity
RUBRIC: TR28-TR31

FOUNDATIONAL SKILLS MINI-LESSON
Consonant Digraphs *ch, tch, sh, th, wh*

- Read aloud the selection title, *Alexander, Who Used to Be Rich Last Sunday*. Write and say the word *rich*. The last sound in *rich* is /ch/. The letters *ch* spell the /ch/ sound in *rich*. Underline *ch*. Have children say the word several times.
- Write and say the word *chick*. What sound do you hear at the beginning of *chick*? (/ch/) How is /ch/ spelled in *chick*? (*ch*) Have children say *chick* and *rich* several times.
- Repeat using the words *match*, *ship*, *wash*, *thin*, *bath*, and *what* to introduce the other consonant digraphs (*tch*/*ch*/, *sh*/*sh*/, *th*/*th*/, *wh*/*wh*/).

Identify Story Structure

Build Understanding

SET THE PURPOSE Focus the instruction for the day by sharing the following Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text. We are going to read several texts to practice how to identify story structure.*

ENGAGE CHILDREN Introduce the book *Alexander, Who Used to Be Rich Last Sunday* to children. Explain the fictional story about a character named Alexander. If Alexander on the front cover. Share the following Essential Questions with children and tell them that they should about the questions as the class reads, talks, and writes in this module: *How do readers identify the middle, and end of a story? How do writers use details to show a character's actions, thoughts, and feelings to make more interesting? Tell children: As you read the book, pay attention to how characters respond to events. Think about the story's structure, or its beginning, middle, and end, and how the characters affect the events in each part of the story.*

READ As you introduce this new text, use the appropriate reading routine from pp. TR28-TR31. In the first reading, children should be looking for a general understanding of what the story is mainly about.

TURN AND TALK After reading, have children turn to a partner and discuss this question using examples from the text: *How do you think Alexander feels about the events in the story?*

BENCHMARK VOCABULARY

- Have children find and read sentences from the text with the word *save*.
- Use the Benchmark Vocabulary Routine for Literary Text on pp. TR28-TR31 to teach the meaning of the words.
- Use the information on pp. 2–5 of this Teacher's Guide to discuss other words connected to each of the Benchmark Vocabulary words.
- PRACTICE** Have children use p. 78 in the *Reader's and Writer's Journal* to show contextual understanding of the Benchmark Vocabulary. Monitor children's vocabulary development.

Dive into great texts with your students through read alouds, shared reading, and close reading. Students will learn to ask and answer text-based questions and analyze the books they read. Vocabulary instruction is woven throughout lessons and students learn to figure out word meanings and generate connected words.

Small Group Time

UNIT 2 • MODULE A

Center Options

During Small Group Time, children can use independent center to practice and apply standards while you work with individual groups. Options for activities focusing on both concepts and objectives for this unit are included here.

READING CENTER

- Have children share the story structure from an independent reading book with a partner.
- Have children describe how the beginning introduces the story and the ending concludes the action of an independent reading book.
- Use the Reader's Handbook and the instruction in the Comprehension Focus and Reading Map sections of the Reading Map activity for this module.
- Have children read *Friendship Mountain* by Mary Ann Hoberman.

WRITING CENTER

- Have children draw a picture related to the story they are reading.
- Have children complete a writing response to the story they are reading.
- Use the *Readwell!* graphic organizer to help children plan their writing.

GUIDED READING OPTIONS

- Use the *Leveled Text Library* to choose appropriate texts for children's needs.
- Use the *Readwell!* graphic organizer to help children plan their writing.

LANGUAGE ANALYSIS SUPPORT

For children who struggle with story structure in *Alexander Used to Be Rich Last Sunday*, use this Support Language Analysis Mini-Lesson.

STORY STRUCTURE

Help children work through the Sequence A graphic organizer. Together, read pp. 5–10. The text clues help readers understand the story's sequence. Say: Look at page 7. It tells readers what Alexander has which are bad tokens. Then, on page 9, the text refers to when Alexander used to be rich. The past was just before page 10 begins "Last Sunday," and tells how the grand came to visit and brought everyone presents. These led the way to understand the sequence of the story. Page 10 Alexander reacts to what event throughout the story. Children complete their graphic organizers.

Give your students extra support, practice, and attention as you work with small groups daily. You have many options for lessons—extensions, fluency, intervention, foundational skills, and reading and language analysis skills. While you work with small groups, the rest of the class will have plenty of independent reading material, such as Leveled Texts or Decodable Readers, and opportunities to work in Centers.

STEP 2 Small Group Options

Based on formative assessments of children's progress, use the following options to provide additional instruction, practice, or extension as needed.

PHONICS

For children who need support with this week's Phonics skill, use pp. FS2–FS5 in this Teacher's Guide.

UNLOCK THE TEXT

For children who need support in accessing key ideas, key language, and key structures in *Alexander, Who Used to Be Rich Last Sunday*, use **Unlock the Text** in the Scaffolded Strategies Handbook, pp. 38–43.

CONFERENCE

For independent reading accountability, **conference** each day with two or three children to discuss **self-selected** texts and support their reading.

DIGITAL CENTERS

STUDENTS AS AUTHORS

Powered by *Readwell!* Children and you can work together to write a story. This is a fun, interactive way to practice writing skills and to create a story that is meaningful to your class.

Sound-Spelling

Use Sound-Spelling 11, 17, and 24 to help children write words at the Sanfou, a row of red, when you read them. Have children draw a picture of the word on the letter that appears to be the same as the word.

Text Cub (pp. TR20–TR23)

Leveled Text Library

Center Options (pp. 10–11)

Use *Write in Response to Reading* on p. 78 of the Reader's and Writer's Journals to check children's understanding of key ideas in *Alexander, Who Used to Be Rich Last Sunday*.

Phonics: Decodable Practice Readers

Writing Workshop

Narrative Writing

Describe a Character's Actions

SET the PURPOSE: Explain to children that a writer helps others understand and relate to a character by writing about the character's actions, thoughts, and feelings. Writers also show character by showing how they interact with other characters in their stories.

Talk about Alexander, the main character in *Alexander, Who's Rich Last Sunday*, and what his actions tell readers about that person he is. As children think about Alexander's character, I consider the following guiding questions:

- What types of situations does Alexander find himself in? (He is money foolishly and loses it.)
- How does Alexander react to the challenges he faces? (He is a person who is not afraid to try.)
- What consequences do Alexander's actions have? (He loses his money when he needs it.)
- How does Alexander interact with other characters? (He goes to school and his parents and grandparents. His brothers tease him.)

TEACH AND MODEL: Through discussion, Alexander's actions, and have them relate to their own lives. Making Decisions. Provide these examples:

And even when I'm very rich, I know that pretty soon what I'll be is ...
... a poor boy.
I know because I used to be rich. Last Sunday.

I didn't know that money made children pay.
Good-bye another fifteen cents.

A now, had when, big, hot, sun. Read them with children. Have children identify the short vowel sound in each word and the letter that spells it. Ask volunteers to place each Sound-Spelling Card by the word that has the same vowel sound and

A digital classroom publishing studio for students to write and illustrate their own digital and printed books.

Independent Writing Practice

WRITE Have children look back at Alexander, *Who Used to Be Rich Last Sunday* and tag two or three examples of decisions that Alexander made. Then have children turn to p. 79 in the Reader's and Writer's Journal. Have them write a few sentences about the decisions Alexander made about spending his money and how he reacts to those decisions. Remind children to look back at both the text and illustrations to find examples of the decisions Alexander made about spending his money.

CONVENTIONS If you wish to teach children about several possessive nouns, use the Conventions Mini-Lesson on p. 21. Encourage children to use at least one singular possessive noun in their writing.

DIGITAL OPTIONS If available, have children use computers or electronic tablets to write their sentences. Then have them draw a picture to illustrate what their sentences are about.

Share Writing

Ask volunteers to share their sentences with the class. Discuss how Alexander might benefit from better decision-making skills.

You'll teach and model the different writing genres, as well as conventions and the writing process. Help students see connections between reading and writing when you use their texts as examples of good writing. You'll model skills and strategies and students will have time to write independently daily.

A beginning of a narrative, based on the mouse used in the story. The mouse arrived at school to find that Izzy and Josh were all walked up to them and said, "Hi." Izzy and Josh stopped "Hi!" at the same time to Theo. There was still some more to say, so Izzy asked Theo and Josh if they wanted to go

Ready for More?



Thanks for joining me and getting to know ReadyGEN.

Explore My Savvas Training for more ReadyGEN tutorials on specific topics such as Foundational Skills, Writing, and Close Reading.