

Ready® | Reading

Ready Reading, a rigorous instruction and practice program, builds strong reading comprehension skills with the right balance of informational and literary text from a wide range of genres. Its comprehensive teacher support makes it powerfully simple for teachers to implement.



Learn more
inside!

Get to Know *Ready Reading*

The *Ready* program provides practical classroom instruction that is based on **proven literacy research**. Guidance from the distinguished *Ready* authorship team continues to shape the program.

Meet Our *Ready* ELA Authors



James W. Cunningham, Ph.D.

Text Complexity Committee for the CCSS in English Language Arts

- Reading Hall of Fame
- National Reading Conference Board of Directors



Maureen McLaughlin, Ed.D.

Past President, International Literacy Association (ILA)

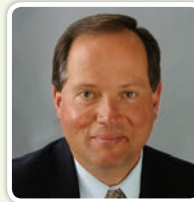
- ILA Common Core Standards Committee
- ILA Outstanding Teacher Educator in Reading



Brenda Overturf, Ed.D.

Co-Chair, ILA Common Core State Standards Committee

- Former District Director, K–12 Reading Curriculum and Assessment
- International Literacy Association Board of Directors



D. Ray Reutzell, Ph.D.

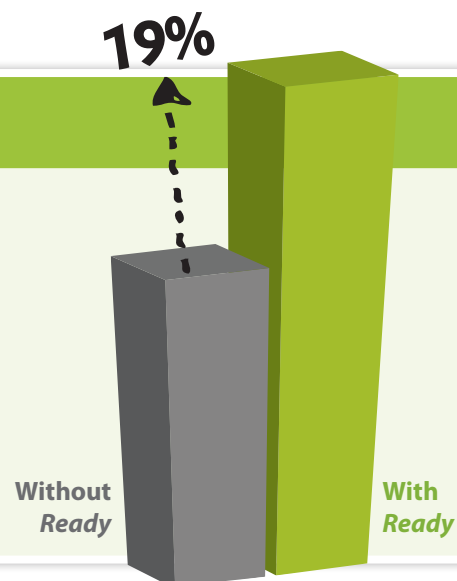
Dean of the College of Education at University of Wyoming

- Literacy Researchers Association Board of Directors
- International Literacy Association Board of Directors
- President, Reading Hall of Fame
- John C. Manning Public School Service Award

Results That Matter

In-depth analysis of 1.1 million students' scores on Common Core state assessments has shown that students using the *Ready* program performed better. The results are irrefutable.

***Ready Reading* users, on average, had 19% more students score proficient** on the New York State Assessment—a measure of Common Core mastery—than non-users.



Get to Know *Ready Reading*

Rigor That's Reachable

Ready Reading is a rigorous standards-based program that builds strong, independent readers through instruction and practice with high-interest, complex informational and literary texts.

- The **Student Instruction Book** places an emphasis on close reading of complex, authentic text from a wide range of genres, while supporting students with a proven-effective, gradual-release instructional model that builds confidence.
- The **Student Assessment Book** offers full-length assessments that mirror the format, question types, and rigor of state tests, including simulated tech-enhanced item types.



Support That Simplifies

Offering step-by-step guidance and embedded teacher support, *Ready Reading's* teacher tools are easy to implement and support powerful, effective teaching.

- A comprehensive **Teacher Resource Book** provides point-of-use strategies and routines and tips that support best-practice teaching.
- A robust **Online Teacher Toolbox** offers a virtual filing cabinet of all K–8 instructional resources to support teaching throughout the year.





Student Instruction Book:

Rigor That's Reachable

Ready Reading requires close reading of complex, authentic text from a wide range of genres, while supporting students with a proven-effective, gradual-release instructional model that builds confidence.

- Ensures students have **access to complex text** that meets rigorous expectations
- Fosters engagement and **builds student autonomy** through consistent Read, Think, Talk, Write organizational structure
- Teaches reading standards through cross-curricular content to **deepen students' knowledge in core subject areas**
- Demands close reading and **frequent interactions with text**, supported by questions that require text-based evidence
- Focuses on questions of **higher Depth of Knowledge levels** that require students to use strategic thinking and complex reasoning

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

In this lesson, students compare and contrast accounts of the same topic from firsthand and secondhand sources.

Introduction RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Lesson 16

Comparing Accounts of the Same Topic

Learning Target Comparing and contrasting firsthand and secondhand accounts of the same event or topic will help you develop a deeper understanding of what happened.

Read When you **compare** accounts of the same topic, you are studying the writer's viewpoint. A **firsthand account** is written by someone who witnessed or took part in an event as it happened. Someone who heard or read about an event writes a **secondhand account**. You can compare the **information** or facts each writer chooses to emphasize.

In 1900, a powerful hurricane wrecked the city of Galveston, Texas. It destroyed many homes. This boy watched the hurricane as it was happening. His description of the event would be a firsthand account that includes his thoughts and feelings. He wants to retell what he experienced.

I am going to write down everything I have seen so that I can remember it.

The girl was not in Galveston in 1900. She knows about the hurricane from reading a book written about it many years later. The book would be a secondhand account with a broader **focus**. It would include background information and other details from research.

I learned about the Galveston hurricane by reading a new book about it.

Lesson 16 Comparing Accounts of the Same Topic ©Curriculum Associates, LLC. Copying is not permitted.

Theme: History in the Making Lesson 16

Think Consider everything you've learned so far about firsthand and secondhand accounts. How are they the same? How is the focus of each account different? Use the *Venn diagram* below to compare and **contrast** each type of account and organize your thinking.

Talk Imagine that the boy and the girl write down their thoughts about the Galveston Hurricane of 1900. Based on the details in the cartoons, how would the two accounts be the same, and how would they be different?

Academic Talk
Use these words and phrases to talk about the text.

- firsthand account
- secondhand account
- focus
- information
- compare
- contrast

©Curriculum Associates, LLC. Copying is not permitted. Lesson 16 Comparing Accounts of the Same Topic



Student Assessments:

Practice That Informs

The **Student Assessment Book** offers full-length assessments that mirror the format, question types, and rigor of state tests, including simulated tech-enhanced item types.

- Provides practice with items of **higher Depth of Knowledge** and questions of significant rigor
- Includes questions reflective of item types from the consortia, including those with **multiple right answers, constructed response, and written response**
- Assesses student **understanding of multiple standards** and is reflective of the Common Core's emphasis on integrated ELA instruction

Read the passage. Then answer the questions that follow.

The Story of Bobcat and Coyote

- 1 A long time ago, Coyote was the most amazing of all the animals on the earth. Sometimes Coyote would do wonderful things. But Coyote was most often a trickster because he would cause trouble for others and end up getting into trouble himself. That is just what happened when Coyote played a joke on Bobcat.
- 2 Long ago, Coyote did not look like the coyotes of today. The original Coyote had soft fur of golden brown, a slender tail, bright eyes, graceful legs, and small, rounded ears. That is also the way the original Bobcat looked.
- 3 At that time, Coyote and Bobcat were friends. They roamed the plains together, hunting and playing.
- 4 One morning, Coyote went to visit Bobcat. But when he arrived, Bobcat was still asleep. Coyote was about to wake him when a mischievous thought crossed his mind.
- 5 "I've always thought that Bobcat was far too handsome," said Coyote. "He has too much of my good looks. Now is my chance to make some adjustments."
- 6 While Bobcat slept, Coyote went to work, making Bobcat less handsome. First, he pushed in Bobcat's face, making his muzzle shorter. Then he tugged on Bobcat's ears, making them pointy.
- 7 Next, Coyote shortened Bobcat's legs, stretched his paws, and snipped his tail. Coyote stepped back to admire his work and nearly burst with laughter. For the finishing touch, Coyote scooped up a pawful of pebbles and sprinkled it onto Bobcat's back. "Polka dots!" Coyote howled with delight. All of this mischief had exhausted Coyote, so he went home to take a nap.
- 8 Soon Bobcat woke up. "What a wonderful sleep I had!" he exclaimed. "I feel new again."
- 9 Bobcat strolled over to the river for some water. As he leaned over the riverbank, he saw his reflection. "Yikes!" yelled Bobcat as he jumped back. "That was the most horrible-looking creature I have ever seen! I had better drink farther upriver." But wherever Bobcat peeked over the bank of the river, the same horrible face peeked back at him.
- 10 Finally, Bobcat gave up and headed home, thirsty. On the way, Bobcat passed several friends. He was eager to tell them about what he had seen in the river, but they all ran away.
- 11 "What's wrong with everyone?" shouted Bobcat. He thought for a moment. Suddenly, Bobcat realized what had happened. He ran back to the river. "That horrible-looking creature is really me!" he cried. "This must be Coyote's work. I'll get even with him!"

Go On

PARCC Edition Assessment 2
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- 16** These notes for a summary need to be arranged into the order in which the events occur in the passage. Indicate the correct chronological order of the events below by writing the numbers 1 to 6 on the blanks before each sentence.

- _____ Coyote changes the way Bobcat looks as he sleeps.
- _____ Coyote and Bobcat do not look alike and do not get along.
- _____ Bobcat gets even with Coyote and turns him into an ugly animal.
- _____ Coyote and Bobcat are friends and look alike.
- _____ Bobcat knows that Coyote will never forgive him.
- _____ Bobcat realizes with horror what Coyote has done.

- 17** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which of the following **best** describes the theme, or message, of this story?

- A** You can always count on your friends.
- B** Playing jokes on others will often backfire on you.
- C** It is always better to forgive than hold a grudge.
- D** Take revenge if someone causes you harm.

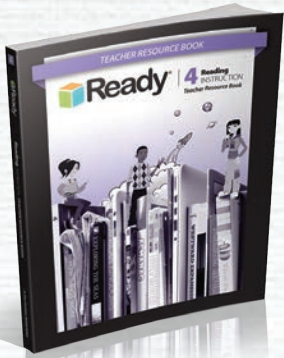
Part B

Which sentence from the passage **best** supports the answer to Part A?

- A** "But Coyote was most often a trickster because he would cause trouble for others and end up getting into trouble himself."
- B** "Coyote was about to wake him when a mischievous thought crossed his mind."
- C** "While Bobcat slept, Coyote went to work, making Bobcat less handsome."
- D** "Coyote stepped back to admire his work and nearly burst with laughter."

PARCC Edition Assessment 2

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Teacher Resource Book: *Support That Simplifies*

The **Teacher Resource Book** is simple for teachers to implement and will lead to immediate and sustained impact in the classroom. Features help teachers unpack the target standard for students step by step, using a gradual-release model.

- Strengthens and expands teaching strategies with **embedded, point-of-use professional development**
- Provides specific questions and activities to **integrate additional reading, writing, language, and speaking and listening standards**
- Embeds **best-practice teaching tips** in every lesson, including EL support and vocabulary strategies
- Integrates **ongoing opportunities to monitor and provide scaffolded instruction** to address the needs of diverse learners
- Supports **differentiated instruction** with access to K–8 resources through the Online Teacher Toolbox

LESSON OVERVIEW
Lesson 16
Comparing Accounts of the Same Topic

Standards Focus		
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.6		

Learning Progression		
Grade 3	Grade 4	Grade 5
Students distinguish the author's point of view from their own.	Building on Grade 3, students use compare-and-contrast skills to describe similarities and differences in focus and information between firsthand and secondhand accounts of the same event or topic.	Grade 5 increases in complexity by requiring students to analyze several accounts of the same event or topic with a focus on comparing and contrasting the point of view in each text.

Lesson Text Selections		
Modeled and Guided Instruction	Guided Practice	Independent Practice
 The Unsinkable Titanic by Julian Green Genre: Magazine Article	 The Sinking of the Titanic by James McGough Genre: Memoir	 To Space and Back by Sally Ride Genre: Memoir

Academic Talk	
See Glossary of Terms , pp. TR2–TR9	<ul style="list-style-type: none"> • firsthand account • information • secondhand account • compare • focus • contrast

Lesson 16 Overview

Lesson Pacing Guide

Whole Class Instruction <small>30–45 minutes per day</small>	
Day 1	Teacher-Toolbox.com Interactive Tutorial Analyzing Accounts of the Same Topic—Level D <i>20 min (optional)</i> Introduction pp. 244–245 • Read <i>Comparing Accounts of the Same Topic</i> 10 min • Think 10 min Graphic Organizer: Venn Diagram • Talk 5 min • Write Quick Write (TRB) 5 min
Day 2	Modeled and Guided Instruction pp. 246–247, 250 • Read <i>The Unsinkable Titanic</i> 10 min • Think 10 min • Talk 5 min • Write Short Response 10 min
Day 3	Guided Practice pp. 248–249, 251 • Read <i>The Sinking of the Titanic</i> 10 min • Think 10 min • Talk 5 min • Write Short Response 10 min
Day 4	Independent Practice pp. 252–257 • Read <i>To Space and Back</i> and <i>Memorable Milestones: Space Shuttle Missions</i> 20 min • Think 10 min • Write Extended Response 15 min
Day 5	Independent Practice pp. 252–257 • Review Answer Analysis (TRB) 10 min • Review Response Analysis (TRB) 10 min • Assign and Discuss Learning Target 10 min Language Handbook Lesson 13 Precise Words and Phrases, pp. 488–489 <i>20 min (optional)</i>

Ready Writing Connection	
During <i>Ready Reading</i> Days 1–5, use: Lesson 4 Writing to Inform: Blogpost • Steps 6 and 7 Revise • Step 8 Edit • Prepare to Publish • Collaborate • Present See <i>Ready Writing TRB</i> , p. 90a for complete lesson plan.	

Small Group Differentiation	
Teacher-Toolbox.com	
Reteach <i>Ready Reading Prerequisite Lesson</i> • Grade 3 Lesson 11 Author's Point of View	
Personalized Learning i-Ready.com	
Independent <i>i-Ready Close Reading Lessons</i> • Grade 3 Author's Point of View • Grade 4 Comparing Accounts of the Same Topic	



Teacher Toolbox:

Instant Access to All K–8 Resources

The easy-to-use **Ready Teacher Toolbox** is a virtual filing cabinet of instructional resources that are designed to address the needs of all learners and to differentiate instruction. The Toolbox features the following:

- **Powerful simplicity:** All toolbox resources can be accessed online through Teacher-Toolbox.com and are clearly organized by reading standard
- Interactive whiteboard lessons provide students with **engaging online instruction and practice** that's so much fun, they'll forget they're learning!
- **Instant access to all K–8 Ready Reading lessons**, making it easy for teachers to focus on particular skills or reteach skills that students may not have mastered at earlier grade levels
- Includes lessons from both student and teacher books with **step-by-step lesson plans**
- The **Tools for Instruction provide teachers with additional teaching strategies** for challenging concepts or skills or for students who might benefit from an alternative approach to instruction

The screenshot shows a web browser window with the Teacher Toolbox interface. The navigation bar includes 'Math', 'Reading', and 'Writing', with 'Reading' selected. Below this, there are tabs for 'Program Implementation', 'Classroom Resources', and 'Ready Assessment Book'. The main content area is titled 'Unit 1: Key Ideas and Details in Informational Text' and features a table with columns for 'Whole Class' (Instruct, Assess) and 'Small Group Differentiation' (Reteach, Teacher-led Activities). The table lists lessons with their corresponding CCSS standards and available resources. Below the table, there are two lesson cards for 'Understanding Technical Texts' from the 'Serious About Ceramics' series, each with a 15-minute duration and a 'Rise Over Run' logo.

	CCSS	Whole Class		Small Group Differentiation	
		Instruct	Assess	Reteach	Teacher-led Activities
		Interactive Tutorials	Ready Instruction Book	Interim Assessments	Prerequisite Ready Lessons
Unit 1: Unit Opener					
Lesson 1: Finding Main Ideas and Details	RI.4.2				
Lesson 2: Understanding Historical Texts	RI.4.3				
Lesson 3: Understanding Technical Texts	RI.4.3				
Lesson 4: Understanding Scientific Texts	RI.4.3				
Lesson 5: Summarizing Informational					

Understanding Technical Texts

Serious About Ceramics
Understanding Technical and Scientific Texts - Tutorial - Part 1
Rise Over Run
Reading Comprehension - Level D
16 min
Part 1: Understanding Technical and Scientific Texts - Level D

Serious About Ceramics
Understanding Technical and Scientific Texts - Tutorial - Part 2
Rise Over Run
Reading Comprehension - Level D
15 min
Part 2: Understanding Technical and Scientific Texts - Level D



**For more information, visit ReadyCommonCore.com
or contact your local representative.**

(800) 225-0248