Getting Ready for ReadyGEN™ NYC

**Introduction**

This guide explores ReadyGEN™, a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards in partnership with the New York City Department of Education and Pearson.

This guide also reviews features that are designed to equip you with the tools and practices necessary to meet the expectations and instructional shifts of the new standards to help all students become college and career ready.

**What is ReadyGEN™?**

ReadyGEN™ is a comprehensive core English language arts curriculum for Grades K–5 using deliberately organized text sets and routine-based instruction.

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<th>What is the ReadyGEN™ philosophy?</th>
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<td>The goal of ReadyGEN™ is to build strong readers and writers through a lesson structure that develops an understanding of big ideas in social studies and science concepts through conceptually coherent text sets. Text sets are a collection of texts deliberately organized around topics.</td>
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<th>Reading and Writing</th>
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<td>At the heart of ReadyGEN™ is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students write every day, and instruction is closely linked to reading, using the text as a model.</td>
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<th>Performance-Based Assessments</th>
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<td>Students will demonstrate their learning through performance tasks that integrate reading, writing, speaking, and listening.</td>
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The instruction in ReadyGEN™ is carefully designed to develop an instructional path so that students are successful with these culminating activities.
Four Key Priorities

The ReadyGEN™ philosophy is based on four key priorities that are closely linked to the Common Core Learning Standards.

- **Quality Texts** or “texts worth reading” were chosen for their quality and for their facilitation of the “close reading” process. Texts represent a balance of 50% literary and 50% informational text and provide an appropriate staircase of complexity across the grade levels as outlined in the Common Core.

- **Quality Questions and Tasks** put the text at the center of all lessons. Text-based questions require students to interact with text to support answers with textual evidence.

- **Writing to Sources** is an important instructional shift of the Common Core. Students are taught to carefully analyze and synthesize sources, write to sources, and defend claims through textual evidence that connects ideas within and across texts.

- **Foundational Reading** includes effective instruction for all aspects of reading and incorporates instructional support and student practice for foundational reading skills.

How is ReadyGEN™ organized?

ReadyGEN™ is organized around units that focus on science and social studies standards-based topics, using text sets to systematically build knowledge for sustained periods of time. The topics are big ideas that grow in sophistication as students progress through the grades.
The big idea, essential questions, and enduring understandings guide student thinking and create a culture of inquiry around the unit text sets and tasks. This careful structuring of texts, tasks, ideas, and inquiry is designed to achieve the deep and transferable knowledge at the heart of the Common Core Learning Standards.

### Units and Modules

ReadyGEN™ is organized around units and modules. At Grades K–2, there are six units per grade level. At Grades 3–5, there are four units at each grade level. Each unit has two modules. Each module has an anchor text and supporting text collection.

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<th>Grades K–2</th>
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<th>Grades 3–5</th>
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Performance tasks for each module involve reading, writing, speaking, and listening that require students to draw from the text sets to demonstrate their knowledge of core understandings.

### What are the student materials?

ReadyGEN™ is organized around text sets that represent a variety of reading purposes. Each student in Grades 1–5 will receive a copy of the anchor texts and supporting text collections.

#### Kindergarten

At Kindergarten, the text sets are Big Books for shared reading. Each student will receive the write-in Reader’s and Writer’s Journal, which allows students to respond to texts and practice skills.

#### Grades 1–2 Student Components

In first and second grade, each student receives a copy of the anchor texts for each module: six text sets for a library of twelve trade books. Each student also receives a copy of the Supporting Text Collection for the unit.

In addition, the students also receive the write-in Reader’s and Writer’s Journal, which allows students to respond to texts and practice skills. Each student will receive a copy of Sleuth, which is a magazine-style reader comprised of short pieces of texts to help students develop the habits of close reading.

#### Grades 3–5 Student Components

In Grades 3–5, every student receives a copy of the anchor texts and supporting texts for each module: four text sets for a library of twelve trade books. In addition, students also receive a copy of the Supporting Text Collection containing poetry and primary sources for the unit.

Students also receive the write-in Reader’s and Writer’s Journal, which has opportunities for students to respond to texts and practice skills.
Each student will receive a copy of Sleuth, which is a magazine-style reader comprised of short pieces of texts to help students develop the habits of close reading.

What are the teacher materials for ReadyGEN™?
The central teacher component for ReadyGEN™ is the Unit Teacher’s Guide that provides the instructional support to help all students meet the goals of the Common Core Learning Standards. Teachers will find lessons for close reading of the anchor and supporting text, focused instruction and practice, small group plans, and writing instruction. Built-in progress monitoring leads to culminating summative and performance tasks for each module.

The Scaffolded Strategies Handbook is a vital component of the ReadyGEN™ teacher materials, providing deeper, targeted support for select small groups. Each grade level handbook extends the instruction in the Unit Module Teacher’s Guide with focused support, tools, and practices for teachers of English language learners, students with disabilities, and accelerated learners. The Handbook is universal in benefit and can help any student who may need additional channels to access the content and grasp core understandings and key insights.

Lesson Design: Guiding Principles

The guiding principles for the development of ReadyGEN™ lessons are as follows:

- Maximize time on worthy texts and tasks.
- Grow automaticity and stamina in the processes of close reading and writing to sources.
- Deliver Common Core shifts in a familiar balanced literacy framework.
- Develop teacher awareness of the Behaviors of Understanding of the Common Core, which are the newly developed performance indicators that make up the daily, actionable formative assessments.

Daily Lesson Design

The lesson design in ReadyGEN™ builds independent readers and writers through rich discussion of text and daily writing using the principles of the gradual release of responsibility framework. The daily lesson plan is based on the following types of lessons.

Focus on Reading

Focus on Reading is a whole group plan that includes oral, shared, or independent reading of the anchor or supporting text.
Focused Instruction mini lessons may include two or three of the following each day:

- Text-Based Vocabulary instruction includes integrated identification of words that students need to know for comprehension of the text.
- Text-Based Conversation helps students learn how to talk about text.
- Reading and Language Analysis lessons lead students to the standards-based deep analysis of text.
- Writing in Response to Reading helps students develop text-based responses to text.
- Reading Motivation instruction explores author’s purpose and craft.

Independent Reading Practice includes Writing in Response to Reading or a Close Reading Task connected to text that was read during the lesson.

In Reading Wrap-Up, students share with others their accomplished work and reflect on their reading and learning.

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<th>Scaffolded Instruction</th>
<th>Daily small group instruction is based on built-in progress monitoring throughout the lesson. Small Group lessons include oral rereading and close reading and scaffolded support for reading instruction and writing in response to reading.</th>
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<td>Close Reading Workshop</td>
<td>The ReadyGEN™ Close Reading Workshop during small group time teaches students to analyze texts through focused, text-based questioning. Students will revisit the anchor or supporting text to “de-construct the text.” Several times per unit during Close Reading Workshop, students in Grades 1–5 will read Sleuth, a magazine-style reader using short pieces of topically related text. At Kindergarten, Sleuth is read aloud.</td>
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<td>Sleuth</td>
<td>ReadyGEN™ Sleuth is a collection of short texts used in Close Reading Workshop. These short texts provide the perfect environment for teaching and practicing the steps of close reading.</td>
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Students will learn to “read like a detective” and learn the Sleuth steps for close reading:

1. Look for Clues/Gather evidence
2. Ask Questions
3. Make Your Case
4. Prove It!

As students master these close reading routines, they will transfer them to longer anchor and supporting texts throughout the year.

**Focus on Writing**

Focus on Writing every day includes explicit instruction in writing and language analysis using model pieces of text from the anchor or supporting text. Daily instruction in conventions help students master the mechanics of writing. Independent writing practice encourages students to use the models to guide their writing. There are also suggestions for using technology during writing practice. Daily Writing Wrap-Up develops a routine of student reflection and sharing their writing.

**Assessment**

ReadyGEN™ includes rigorous and diverse assessments that measure student growth on the Common Core Learning Standards.

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Beginning-of-year screening tests help determine what scaffolds are needed. Newly developed performance indicators utilizing the Behaviors of Understanding are the basis of daily, actionable, formative assessments.

Unit and end-of-year interim and summative assessments assess close reading comprehension, writing to texts, vocabulary, and foundational skills.

Performance tasks for every unit module involve writing, speaking, and listening requiring students to draw from unit text sets to demonstrate their knowledge of core understandings.
**Foundational Skills**

The ReadyGEN™ scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word analysis, and spelling, the instruction includes modeled delivery and supports for appropriate mediations.

Phonics and word study instruction is explicit and systematic. As letter-sound relationships are taught in isolation in sequential order, students learn to blend sounds to decode words. With each lesson, decodable text and writing opportunities give students practice in applying phonics skills and show them the usefulness of what they are learning.

**Phonics Kit**

The Phonics Kit for Grades K–3 includes a Teacher’s Guide, decodable readers, and interactive tools, such as picture cards, letter tiles, and activity mats to support Foundational Skills instruction.

A Word Study Kit for Grades 4–5 is also available and includes student practice readers.

**Putting It All Together**

ReadyGEN™ is a comprehensive core program that integrates reading, writing, speaking, listening, and word work. Various forms of assessment help teachers identify student needs. Scaffolded instruction in the Unit Teacher’s Guide and the Scaffolded Strategies Handbook helps teachers meet the needs of diverse learners and help them achieve the goals of the Common Core Learning Standards.

**Review**

This guide explored ReadyGEN™, a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards in partnership with the New York City Department of Education and Pearson. This guide also reviewed features that are designed to equip you with the tools and practices necessary to meet the expectations and instructional shifts of the new standards to help all students become college and career ready.