

Text Selection Protocol Sample Script Using *The Tiny Seed*

Read to be Ready February 2018 Regional Training

Teacher Think Aloud

Kindergarten Teacher

A few weeks ago, my team and I pulled the science standards to determine the concepts and enduring understandings that would drive our unit of study. We decided to hone in on standard K.LS.1:1: *Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses)*. Based on this standard and much discussion, we determined that our unit concept would be, "Observable patterns help us predict what living things need to survive."

We also decided that our enduring understandings would be:

- plants and animals need energy in order to survive, and
- plants and animals obtain their energy in different ways.

The Tiny Seed by Eric Carle is about a seed that takes a perilous journey around the world. Readers learn the fate of a seed that gets too much water, or too much sun. Readers also learn that even if a seed does survive and begin to grow, it might be in danger of being broken, or not getting the sunlight and nutrients it needs. This text also shows readers how seeds travel. I think this text could support the understanding that plants and animals move (locomotion) in different ways. But before I decide to use it, I'm going to check the first grade standards and speak with a first grade teacher.

After speaking with one of my first grade teachers, and looking vertically at the standards, I think this text is better suited for first grade. They have a standard that is specifically about what plants need in order to grow and thrive, and how plants depend on their surroundings to meet their needs. Since kindergarten is more about the differences in plants and animals, I decided to suggest that first grade use it for their unit.

First Grade Teacher

Upon deciding to use *The Tiny Seed*, now I need to think about quantitative and qualitative measures. Quantitatively, the text has a 400 Lexile, which is close to the high end of the kindergarten to first grade-level band. This Lexile level indicates this is a text my first graders should be able to read independently. Knowing how important the qualitative elements are in my text analysis, I discovered the following related to the qualitative elements (see table that follows):

Qualitatively:

<p>Levels of meaning and purpose are</p> <p>Very complex. There are multiple levels of meaning in this text - this is a story about the life cycle of a plant and also a tale of perseverance. The theme of perseverance is subtle and is revealed over the entire text.</p>	<p>Structure is</p> <p>Slightly complex. The text is organized clearly and chronologically. Graphics are used to support and extend the meaning of the text.</p>
<p>Language convention and clarity is</p> <p>Moderately complex. There is some figurative language; fairly complex vocabulary, including many Tier II words, such as drowns, shines, drifts, and bends; and, some complex and varied sentence structure.</p>	<p>Knowledge demands are</p> <p>Moderately complex. Some knowledge of seeds, plants, and different types of landforms is helpful in comprehending the text.</p>

The Tiny Seed will provide my students with opportunities to consider craft and structure (TN ELA standard RL.CS.5) because it's told as a narrative, but provides students with information. In addition, connections to RL.IKI.7 could be made because the illustrations add meaning to the text.

I will ensure students are interested and have some hands-on experiences because we are planting our own seeds. We will simulate some of the conditions in *The Tiny Seed* with our own plants.

This text will be used early in the unit because of its easy-to-follow journey about a seed, which will also help students get excited and make deeper connections as they plant their own seeds. This text will provide some background knowledge for other texts in my unit.

For them to consider the enduring understandings in a variety of contexts, I will ask students to write about why the tiny seed wasn't able to survive when it got too close to the sun or fell in the ocean. I will ask them to predict what will happen to our seeds if we allow them to get too hot or if we give them too much water.

Based on the Lexile and the qualitative analysis, I think this text fits best as a shared reading experience. Even though there are some Tier II words and multiple levels of meaning, structures such as supported practice (through structures like echo reading, partner reading, etc.), teacher think alouds, and questions should assist students in being able to read this text.