TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE K ELA UNIT CONNECTED TO SOCIAL STUDIES (CHANGE)

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with social studies. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 6 for more guidance on planning for other components of the literacy block.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: Reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released Teaching Literacy in Tennessee. This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the Teaching Literacy in Tennessee: Unit Starters are intended to support planning for one full unit aligned to the vision for Teaching Literacy in Tennessee. They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for Teaching Literacy in Tennessee.

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for Teaching Literacy in Tennessee. These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011) and Wiggins, G. & McTighe, J. (2013)]

> Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.
>
> > *Universal Concept Example:* Interdependence
>
> Unit Concept: The unit concept is the application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.
>
> > *Unit Concept Example:* Interdependence of living things
>
> Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept; and essential questions are the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of

thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.
Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part
Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Social Studies Standards and focus on the universal concept of change. These standards are represented below. **Though strong connections are made to the social studies standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified social studies standards. The unit is not intended to replace social studies instruction.**

Kindergarten

- K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.
- K.17 Use correct words and phrases related to chronology and time.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 1

- 1.22 Arrange the events from a student's life in chronological order.
- 1.23 Use correct words and phrases related to chronology and time, including past, present, and future.
- 1.24 Interpret information from simple timelines.
- 1.25 Compare ways people lived in the past and how they live today, including: forms of communication, modes of transportation, and types of clothing.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
- SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Grade 2

- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
- 2.29 Examine the significant contributions made by people in the U.S. (See standard for people.)

- 2.30 Describe periods of time in terms of days, weeks, months, years, decades, and centuries.
- 2.31 Analyze and interpret events placed chronologically on a timeline.
- 2.32 Contrast primary and secondary sources.
- SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

Grade 3

- 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.
- 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- SSP.01 Gather information from a variety of primary and secondary sources.
- SSP.02 Critically examine a primary or secondary source in order to distinguish between fact and opinion.
- SSP.05 Develop historical awareness by recognizing how and why historical accounts change over time.
- SSP.05 Develop historical awareness by recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts; however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in* Teaching Literacy in Tennessee *for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are

able to successfully engage in the end-of-unit task.

Sidebar Notes: Throughout this document, two types of sidebar notes have been included in order to highlight opportunities for differentiation. Those entitled 'Differentiation for ALL Students' offer ideas for proactive adjustments that could be considered for the range of learners. Those entitled 'Differentiation for Specific Needs' provide more specific differentiation ideas for learners, such as English learners and students with reading difficulties including those displaying characteristics of dyslexia.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs. The Unit Starters are designed to provide access to high-quality instruction for all students, including English learners and students who may be experiencing reading difficulties, such as those displaying characteristics of dyslexia. Based on their use of multiple data sources and their analysis of students' strengths and needs, teachers should differentiate instruction while implementing the Unit Starters to support continuous progress for all students. Consistent with the strategies embedded in the Unit Starters, students will experience impactful opportunities to listen to, read, think, talk, and write about texts while developing knowledge and enhancing vocabulary development. To ensure that all students make academic gains, teachers must continually monitor their students' learning, recognizing areas of need and providing relevant and focused support. For additional information regarding differentiation and supporting the range of learners, please see the *TN Differentiation Handbooks*, *Dyslexia Resource Guide*, and *Teaching Literacy in Tennessee: English Learner Companion*.

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
  - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
  - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to Teaching Literacy in Tennessee for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences
To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing
In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students'

strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.

Modeled, Shared, and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

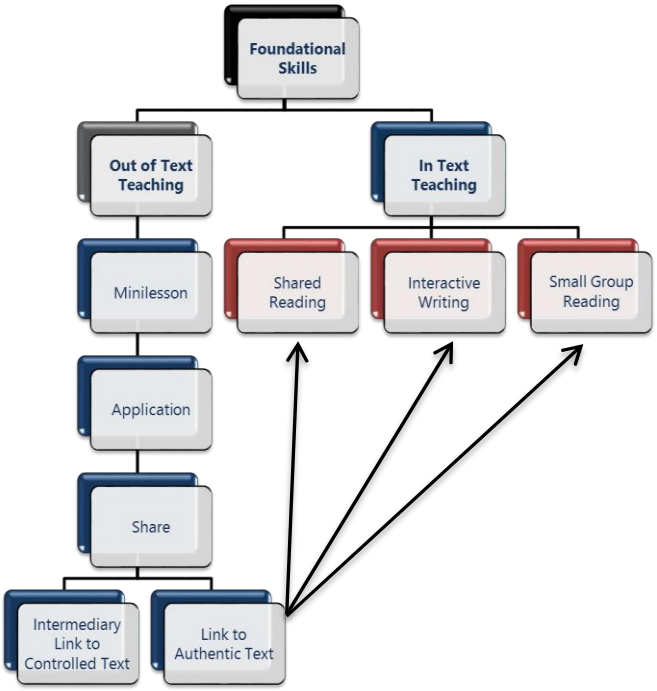
Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in Teaching Literacy in Tennessee *for a description of these instructional strategies and their purpose within the literacy block.*

Differentiation for ALL Students: Lesson sequences should utilize a variety of instructional strategies that ensure students have opportunities to engage with the content, deepen their understandings, and express understandings in a variety of ways. This includes students who can extend understandings beyond the task requirements.

Explicit Foundational Skills Instruction
It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.



Foundational Skills Practice Out of Text and In Text
Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out-of-text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In-text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in Teaching Foundational Skills Through Reading and Writing Coach Training Manual *for more information about the relationship between out-of-text and in-text teaching.*

Structures for Academic Talk and Collaboration
The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

Differentiation for Specific Needs: English learners benefit from increased opportunities to interact with other students to utilize their newly acquired English language in authentic reading and writing contexts.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud and Shared Reading
Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group and Independent Reading
Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed
The Unit Starters can be accessed digitally here.

Educators may also consider printing:

- **Question Sequence –** Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task –** Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task –** Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

TN Department of Education

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions…

Universal Concept:
Change

Unit Concept:
Change in our Community

Enduring Understandings:
Communities change over time.

Communities experience different types of change.

Change in a community can be caused by people and events.

Essential Questions:

What happens to communities over time? How does change happen in a community?

Disciplinary Understandings:

Some things in a community stay the same over time; over things are different "now" than they were "then".

Changes in a community can be big or small, fast or slow, temporary or permanent.

Some changes in a community are welcome and make life easier or better for community members. Other times, change is difficult.

Change can be caused by events (e.g., the development of new inventions.)

Change can be led by people who want their community to be different.

Guiding Questions:

How are communities different "now" (compared to "then", or long ago)? How are they the same? How do community members feel about change? Who or what causes change in a community?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context …

End-of-Unit Task:
Authors who write books about communities are getting together for a book fair. At the book fair they will share their books with visitors and talk about how communities change. The authors who wrote the books you read in this unit will be there. They have asked you to create a poster to advertise the book fair. They want you to choose four of the texts you've read and explain what these texts teach us about change in communities.

On your poster, be sure to:

- choose four different texts;
- list the title and author of each text;
- explain what each text teaches us about change in communities;
- include an appropriate heading at the top of the poster; and
- use drawing, dictation, and writing to explain your ideas
- include capital letters at the beginning of each sentence; and
- include punctuation at the end of each sentence.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences …

The Little House (IRA)

Then and Now: A Journey Through the History of Machines (IRA)

"How People Got Resources in the Past: Getting Water from a Well" (SR)

"How People Got Resources in the Past: Finding Food" (SR)

Playing with Friends (SR)

The Relatives Came (IRA)

The Tweedles Go Electric (IRA)

Kamishibai Man (IRA)

"The New Kid" (SR)

A Bus Called Heaven (IRA)

One Plastic Bag (IRA)

Differentiation for ALL Students: Instruction that is impactful for learners demonstrates that students' lived experiences and cultural background are important to advancing concept and content knowledge.

UNIT CONTENT GOALS

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this Kindergarten Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. (Example: Interdependence)

Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. (Example: Interdependence of living things)

Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. (Example: People, plants, and animals depend on each other to survive.)

Essential Questions: Open-ended questions that guide students' exploration of the enduring understandings or "big" ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. (Example: Why do humans need to preserve trees?)

Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. (Example: The structure of plants and the function of each part)

Guiding Questions: Open-ended questions that guide students' exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. (Example: Why are roots important to plants?)

UNIT CONTENT GOALS

The diagram below shows the conceptual levels and questions that were considered during the development of this Unit Starter. The diagram below outlines the specific concepts and questions for the Kindergarten Unit Starter.

Universal Concept:
Change

Unit Concept:
Change in our Community:

Enduring Understanding
Communities change over time.

Enduring Understanding
Communities experience different types of change.

Enduring Understanding
Change in a community can be caused by people and events.

Essential Question
What happens to communities over time?

Essential Question
How does change happen in a community?

Disciplinary Understanding
Some things in a community stay the same over time; other things are different "now" than they were "then".

Disciplinary Understanding
Changes in a community can be big or small, fast or slow, temporary or permanent.

Disciplinary Understanding
Some changes in a community are welcome and make life easier or better for community members. Other times, change is difficult.

Disciplinary Understanding
Change can be caused by events (e.g., the development of new inventions).

Disciplinary Understanding
Change can be led by people who want their community to be different.

Guiding Question
How are communities different "now" (compared to "then", or long ago)? How are they the same?

Guiding Question
How do community members feel about change?

Guiding Question
Who or what causes change in a community?

K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.
K.17 Use correct words and phrases related to chronology and time.
SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.
SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Differentiation for Specific Needs: All students, regardless of English language proficiency, pronunciation difficulties, or reading difficulties, are held to the same rigorous grade-level standards. Differentiation supports a path toward grade level expectations through the intentional proactive adjustments that teachers make.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are aligned with the following Tennessee English Language Arts and Social Studies Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT
K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: LITERATURE
K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: WRITING
K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ALIGNED STANDARDS: SPEAKING & LISTENING

K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.

CONNECTED STANDARDS: SOCIAL STUDIES

K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.

K.17 Use correct words and phrases related to chronology and time.

SSP.04 Communicate ideas supported by evidence to illustrate cause and effect.

SSP.05 Develop historical awareness by sequencing past, present, and future in chronological order; and understanding that things change over time.

Differentiation for ALL Students: Students' knowledge and vocabulary development and text comprehension are greatly enhanced when they engage with texts that are appropriately complex. Students also need multiple opportunities to engage with texts that represent and link to their prior knowledge, family, communities, cultural experiences, and interests. In addition, text comprehension can be supported for students utilizing real life objects, visuals, models, and collaboration with partners or small groups.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, develop reading fluency, and build knowledge across a variety of genres. Shared reading texts should be appropriately complex text so that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
The Little House	Virginia Lee Burton
Then and Now: A Journey through the History of Machines	Santiago Beascoa
"How People Got Resources in the Past: Getting Water from a Well"	Readworks.org
"How People Got Resources in the Past: Finding Food"	Readworks.org
Playing with Friends	Rebecca Rissman
The Relatives Came	Cynthia Rylant
The Tweedles Go Electric	Monica Kullings and Marie Lafrance
Kamishibai Man	Allen Say
"The New Kid"	Readworks.org
A Bus Called Heaven	Bob Graham
One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia	Miranda Paul

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
Going to the Doctor: Comparing Past and Present	Rebecca Rissman
Cleaning Up: Comparing Past and Present	Rebecca Rissman
Communication Then and Now	Katherine Scraper
"George Washington Carver"	Readworks.org
"Mario Molina"	Readworks.org
"What a Great Idea!" (*https://www.timeforkids.com/k1/inventions/*)	TIME for Kids
"Ready to Take Off" (*https://www.timeforkids.com/k1/transportation*)	TIME for Kids
"Ways to Give" (*https://www.timeforkids.com/k1/ways-to-give/*)	TIME for Kids
Where Once There Was A Wood	Denise Fleming
"Changes"	ReadingA-Z.com
"Ryan's Recycling" (*https://kids.nationalgeographic.com/explore/nature/ryan-recycling/*)	National Geographic Kids

Differentiation for ALL Students: Vocabulary acquisition is a critical component of reading comprehension. Students benefit from integrated vocabulary instruction, moving beyond memorization of definitions.

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
curious wondered brook carriage	improvements technology efficient communication invention notify delay recipient revolutionize transportation locomotive pail well lined	advanced predecessors production accessible evolved hunted forest	compare past present entertainment factories	relatives strange particular disappear
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
modern electric admires reliable	glance shabby	vacant gaped propped gather antenna	handmade	rickety
Day 11	**Day 12**			
pale regulations donations gasped pleaded	plastic useless survive nervously mock			

THE LITTLE HOUSE – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT
Text: *The Little House* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

Differentiation for ALL Students: Students' knowledge development, vocabulary development, and text comprehension are greatly enhanced when they engage with texts that are appropriately complex.

Differentiation for Specific Needs: Students with reading difficulties (particularly those with characteristics of dyslexia) and English learners need opportunities to interact with (including listening to) text that is appropriately complex across multiple genres to ensure students' access to unfamiliar vocabulary and new concept knowledge.

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD610L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex The story is written from the perspective of the Little House. The story is sequential, however the amount of time that passes between each event is unclear. The illustrations are integral to understanding the meaning of the story.	Moderately Complex The story is easy to understand from a literal perspective; however, readers may not realize that life changed for the Little House because of industrialization or changes in society. There is some vocabulary that may be unfamiliar (horseless carriage, surveyor). There are also some complex sentence structures throughout the story.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Very Complex There are two themes. The first theme is that change happens in communities. The second theme, that change affects the way one feels about their community, is subtle and abstract.	Very Complex Some experiences in the text, such as horse-drawn carriages and trolley cars, may be unfamiliar to readers. The experience of big changes over long periods of time may also be unfamiliar to readers, especially young ones. The text assumes some background knowledge about industrialization. There are no references to other texts or cultural elements.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that communities change over time.

To achieve this understanding, students will:

- retell changes the Little House observed;
- identify how the Little House's setting changes;
- describe how the illustrations provide evidence of change; and
- draw and write to tell about how the community around the Little House changed over time.

Differentiation for ALL Students: Teaching related vocabulary words by bridging from a known word to an unknown word impacts the use and understanding of those targeted words. For example, teaching "transportation" as a noun may be known to students. Then, it might be linked to "transport" as a verb and "portable" as an adjective.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- curious (explicit)
- wondered (explicit)
- brook (embedded)
- carriage (implicit)
- peaceful (embedded)

Differentiation for ALL Students: Teachers should create standards-aligned daily tasks that foster each student's development of knowledge and skills within and across texts until they are able to fully demonstrate their learning through a more comprehensive end-of-unit task. Students can also be challenged to express understandings beyond the requirements of the task.

DAILY TASK

The author and illustrator of *The Little House*, Virginia Lee Burton, has asked you to help her draw new illustrations for the inside covers of the book. Draw three illustrations that show how the community around the Little House changed over time. Use information from the story to help you add details to your illustrations. Then add labels or sentences to help explain your illustrations.

In your writing, be sure to include:

- at least three detailed illustrations that show the community changes; and
- labels or sentences that describe your illustrations.

Be prepared to describe your illustrations to a partner.

Differentiation for Specific Needs: Students with reading difficulties and English learners may require extended think time and varying levels of support.

POSSIBLE STUDENT RESPONSE

A student draws three illustrations. The student explains: "My first illustration shows the Little House in the country. I drew children playing outside in the brook and there is a horse pulling a carriage. The sky is blue and it looks like spring. In my second illustration, there are apartment buildings around the house and cars and a trolley driving by. My third illustration shows tall towers being built around the house and a train. The people are hurrying by. The sky is dark because you can't see the sun, but it is light around the house because there are so many lights in the city."

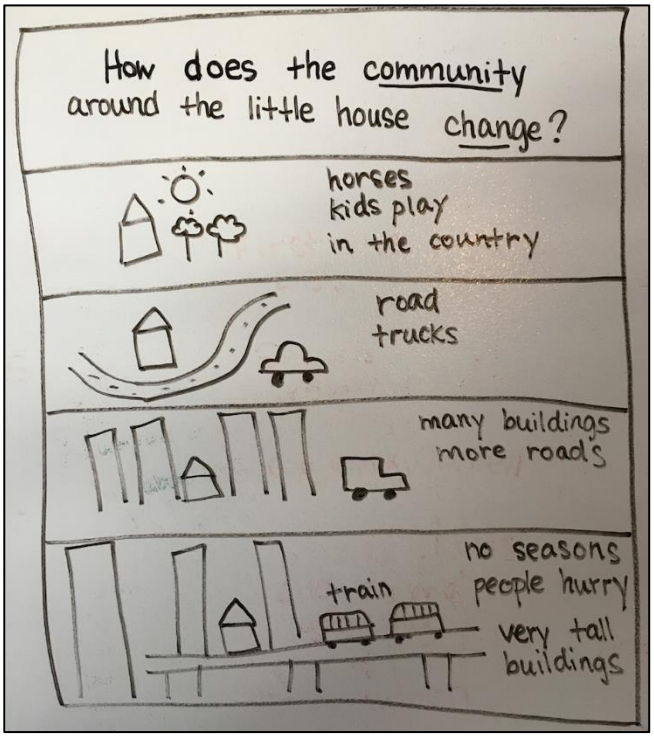
Differentiation for ALL Students: Students should be provided multiple opportunities to demonstrate and extend their learning with frequent opportunities to question, speak, and write about text concepts and supporting ideas making connections across disciplines.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "Today we will read about how the community that surrounds a special Little House changes over time. We will make a chart to help us remember the different changes that the Little House and her community experience.* *Teacher's Note: Chart the changes students identify using pictures and words. An example of a completed chart is included in the Resources section following the question sequence.*	
Page 1	What does the man mean when he says, "She will live to see our great-great-grandchildren's great-great grandchildren living in her?" What does this mean for the amount of time that will pass? Do you think that will happen? Do you think the family will live in the house for a very long time?	The house will always belong to his family. His family will always live in it. The house will be around a very long time. Many years will pass for the Little House to belong to all of those people in the family. Yes. It's a pretty house. I would want to live there.
Page 10	What is the community around the Little House like? What details in the pictures help us understand what the community is like? (This is an opportunity for a collaborative talk structure.)	It's in the country. Kids play outdoors. There are trees and animals and crops. The sky is blue.
Page 12	How much time has passed? How do you know?	Many years have passed because the text said the children grew up and moved to the city.
Pages 14-15	Why was the Little House surprised to see a horseless carriage? (*The teacher may first need to ask "What is a horseless carriage?" and help students understand that the author is talking*	She had never seen that before. Before all the carriages were pulled by horses.

	about a car.) What do we notice about how the community around the Little House is changing? How do the illustrations help us understand the changes? What do you predict might happen next?	There are cars and trucks and a steam roller. Now there is a road. More changes will happen. More things will be built around the Little House.
Page 18	What is the community around the Little House like now? What details in the pictures help us understanding what the community is like?	There are more houses and bigger houses. There are apartment buildings. The buildings are tall and brown and black.
Page 22	How is the community around the Little House different now, compared to what it was like at the beginning of the book?	There are lots of buildings and cars. There are more people. Everyone is busy and in a hurry. Before people were outside and kids were playing.
Page 24	Why do you think the Little House can't tell when spring, summer, fall, or winter come? (*Consider flipping back to pages 6-13 and reviewing how the Little House knew the seasons were changing when she was living in the country*.)	She used to know when the seasons changed because of what she saw in the country. But in the city there are no trees, so she can't see when the leaves change color. There is no grass so she can't see it turn green. She can't see if the garden is growing. She doesn't see children playing and can't tell what season it is by the activities the children are doing, like swimming in the brook or ice skating.
Page 28	What is the community around the Little House like now? What details in the pictures help us understanding what the community is like?	There are trains and subways. The city is tearing down the apartments and building new buildings that are even taller. There are more trucks and workers.
Page 32	The great-great-granddaughter of the man who built the Little House has found the house in the city. What do you predict will happen next?	She will choose to live in the house.

Page 40	The community around the Little House changed a lot from the beginning of the book to the end. Let's retell these changes. How did the illustrations in the book help us understand the changes that were happening? Do you think change will happen to the Little House's new community? Why or why not?	The Little House was built in the country. But then cars came, a road was built, and more buildings were built, like shops, apartments, and gas stations. The buildings grew taller. Trains and subways were built too. There weren't any trees or animals or grass in the new city. People were busy and in a hurry. The Little House is always in the middle of the picture. But the illustrations showed how the things around her change. As you turn each page, more and more things, like buildings and cars, are added to the pictures. Yes. I think people will just keep building houses and roads and soon more houses will be around the Little House in her new community.
After Reading	We talked a lot about how the author and illustrator of this text, Virginia Lee Burton, used the pictures to help show and explain the changes that happened to the Little House and her community. Virginia Lee Burton included some extra illustrations on the inside covers of the text that show how the community around the Little House changed. Let's take a closer look at these. What do you notice? (*If possible, show the illustrations of the inside covers on a document camera so students can see as enlarged images*.)	Inside Front Cover • People start by riding horses, but then the horse pulls a carriage, and then people drive cars and trucks. • There are trees. But then the trees die and buildings are built in their place. • Power lines are built. Inside Back Cover • People start by riding bikes. Then they drive cars. • There are trees, but then there are power lines and traffic lights. • In the second and third row of pictures fences are built, there are more people, and tall buildings get built. • There is an airplane on the bottom row of illustrations.

RESOURCE


How does the community around the little house change?
horses
kids play
in the country
road
trucks
many buildings
more roads
no seasons
people hurry
train
very tall
buildings

THEN AND NOW – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT	**Differentiation for Specific Needs:** After selecting each text, teachers must consider the underlying cultural understandings and vocabulary required for comprehending the text and plan connections to prior knowledge.

Text: *Then and Now: A Journey Through the History of Machines*

Question Sequence: First Read (*Read pages 1-20 only*)

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
940L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex The text is organized into multiple sections that each discuss a different type of machine. Within these sections, changes to each machine are explained chronologically. The graphics are integral to understanding the text.	Very Complex The vocabulary in this text is fairly complex. There are several Tier 2 words that may be unfamiliar to readers, such as recipient, alternative, and accessible, along with subject-specific words like locomotive and diesel. There are many compound and complex sentences.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Slightly Complex The purpose of this text is to explain the history of certain machines and how they are different "now" compared to in the past. This purpose is clearly stated and narrowly focused.	Moderately Complex The text assumes some background knowledge related to machines and technologies. For example, readers who have never ridden on a train or who know little about trains may have difficulty understanding the difference between steam, diesel, and electric trains.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that common machines, like telephones and trains, have changed over time and that these changes in technology contribute to changes in communities.

To achieve this understanding, students will:

- retell key details of the text to explain how machines have changed over time;
- describe connections between changes in machines and how those changes impacted communities;
- determine the meaning of words and phrases in the text to support description of changes in machines;
- describe how the illustrations support understanding of what machines used to look like; and
- write to explain how life in communities "now" is different from back "then" because of the developments of machines.

Differentiation for Specific Needs: Since vocabulary knowledge impacts text comprehension, students displaying characteristics of dyslexia, who may have restricted vocabulary development, need to access texts at their comprehension level, often through listening. Listening comprehension supports vocabulary development, even when decoding is far more difficult.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- improvements (explicit)
- technology (explicit)
- efficient (explicit)
- communication (explicit)
- invention (explicit)
- notify (embedded)
- delay (embedded)
- recipient (embedded)
- revolutionize (implicit)
- transportation (explicit)
- locomotive (implicit)

Differentiation for Specific Needs: For students demonstrating characteristics of dyslexia, attention is given to the various ways that students can demonstrate mastery of required standards, such as verbally giving information or using a word processor for written tasks. With the reciprocal nature of reading and writing, students, especially those with characteristics of dyslexia, also need opportunities to apply foundational literacy skills when decoding and encoding connected text.

DAILY TASK

*This task should be completed after students read the shared reading text "*How People Got Resources in the Past: Getting Water from a Well*". Students will add on to this task for Daily Task #3.*

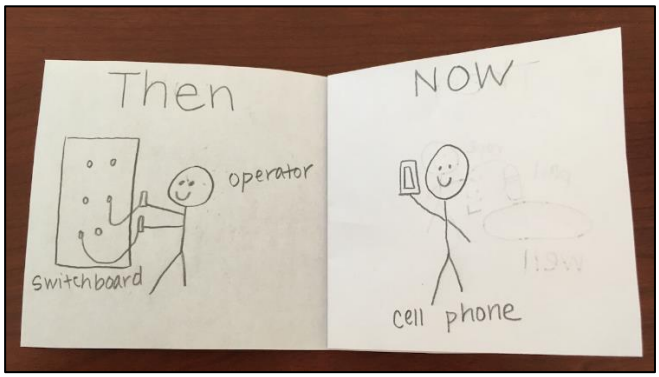
The librarian at your school has asked for your help in creating a mini-book that teaches other students about how things have changed in communities. It is important that the mini-book shares how things are different "now" compared to "then", or long ago. From the information we learned during our lesson, create two pages for your mini-book with pictures and words that show how machines have changed over time. Be sure to include pictures and words for <u>two</u> different machines and use the labels "then" and "now".

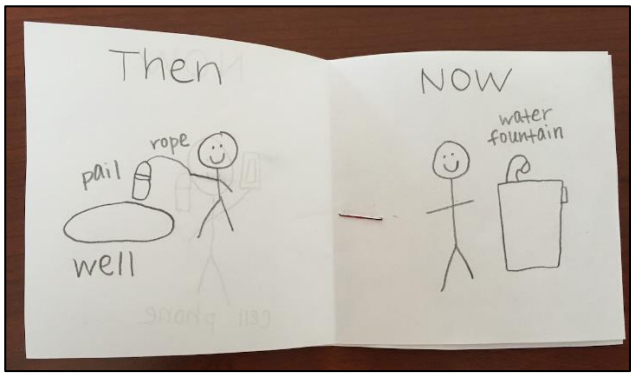
In your writing, be sure to include:

- illustrations of two different machines 'then' and 'now'; and
- labels or sentences that describe your illustrations.

Then, talk to a partner about how life in our community is different "now" because of the changes made to the machines in your mini-book.

POSSIBLE STUDENT RESPONSES





Oral response: "Now we have cell phones. My mom carries a phone in her purse. We can call people whenever we want. When we ride the bus and I get bored, my mom lets me play games on her phone. People couldn't do that back then when there were operators. Also, now it's easy for us to get water. We drink water from the water fountain or the sink. Before you had to get it from a well. We can spend our time doing other things because we don't have to take so much time to get water."

Differentiation for Specific Needs: English learners, in particular, need to think and respond to text through speaking and writing. Oral and written English proficiency is critical to English language acquisition. Text discussions for English learners should incrementally move students from informal conversations with less demands on use of newly acquired knowledge to those that require strong academic language skills that are cognitively demanding.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "People in communities use machines like cars, telephones, and TVs. Machines have changed over time. Sometimes, changes to machines lead to other changes in the way people live. This book explains how machines have changed over time. As we read, we'll think about how machines have changed, and how those changes may have led to changes in the ways people in communities live. We'll keep track of these changes by making a*	

	chart together." *A sample chart is provided in the Resources section below.*	
Page 4	How did a telephone work in the past? What was needed to talk to someone? How does the illustration help you understand what a switchboard is?	A telephone worked because an operator would help people that wanted to talk on the phone. The text said the operator used a switchboard to connect callers with wires. I can see the lady putting a wire into something. I think that is the switchboard.
Page 8	How did a telephone change over time? Do you think these changes to the telephone have caused people in communities to change too? What do people do "now" that they didn't do back "then"? *Teacher's Note: This question requires students to make inferences and think beyond the text. The teacher may need to ask additional prompts or model thinking and responses*. (This is an opportunity for a collaborative talk structure.)	The telephone changed because we first had to use an operator to talk to someone, then there was a dial phone, and now a cell phone. The cell phone doesn't have wires and it can do things old phones couldn't, like take pictures or play games. People can do more things on their phone now, like take photos or send emails. Cell phones don't have wires so you can walk around with your phone. You don't have to be inside. People can take their phones and talk to people in more places. If my dad goes to the store and forgets the shopping list, he can call my mom and ask her what to get. You couldn't do that before when you couldn't take your phone with you.
Page 10	How did people send written messages back "then"? Do you think that this kind of communication was fast or slow? *Teacher's Script: "Let's read on to find out how receiving other forms of messages is faster now."*	They had to write a letter by hand and take it to the post office. The mail carrier delivered the letter. I think it was slow. It takes a long time to write a letter and then you have to take it to the post office. Then the mail carrier delivers it. That could take a lot of time.

Page 14	How has e-mail changed the way people communicate?	Email has changed the way we communicate because it sends messages much faster, and we don't have to wait for the mail to come.
Page 20	How have trains changed over time? What do you think would happen to our community if a train station was built and people could travel on fast trains? (*Or, if your community has a train station, what would happen if the train station was taken away*?)	They are faster. I think people would travel more. We might go to my grandma's a lot more. Right now we have to drive and it takes a long time. And maybe more people would visit our community. We could meet more people that way.

RESOURCES

	Then	Now
Telephone	Operators, dial phones	Cell phones
Written communication	Mail, fax	Email
Trains	Steam and diesel locomotive	Bullet train

Teacher's Note: If helpful, add pictures or drawings to the chart to help students read and recall the definitions of words.

A brief video by the National Museum of American History that shows telephone operators working at switchboards: https://www.youtube.com/watch?v=r46zXIN3Nus

A brief video created by The Atlantic magazine titled "An Animated History of Transportation": https://www.youtube.com/watch?v=FaLCQo8NJFA

How People Got Resources in the Past: Getting Water from a Well – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT
Text: "How People Got Resources in the Past: Getting Water from a Well" **Question Sequence:** First Read **Instructional Strategy:** Shared Reading *Teacher's Note: This text is available online at Readworks.org. Create a no-cost account to access the article and find the article by clicking the "Find Content" button and searching for the title "*Getting Water from a Well*."*

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
350L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Slightly Complex The process of how people got water from a well is explained explicitly and sequentially.	Slightly Complex The language in the text is conversational and familiar. Some readers may be unfamiliar with the word "pail", but the word is explicitly defined within the text. Sentence structures are simple.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Slightly Complex The purpose of this text is to explain how people got water from a well. This purpose is explicitly stated in the title.	Slightly Complex The text assumes little to no background knowledge related to machines and technologies. There are no references to other texts.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that "long ago" people got water by digging wells, which is different from the way we get water now.

To achieve this understanding, students will:

- retell key details of the text to explain what a well is and how people got water from it;
- infer how the way people get water is different now;
- describe connections between changes in machines and how those changes impact communities; and
- write to explain how life in communities "now" is different from back "then" because of the development of machines.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- pail (explicit)
- well (explicit)
- lined (embedded)

DAILY TASK

This task should be completed after students read the first interactive read aloud of Then and Now: A Journey through the History of Machines *and the shared reading text "*How People Got Resources in the Past: Getting Water from a Well*". Students will add on to this task for Daily Task #3.*

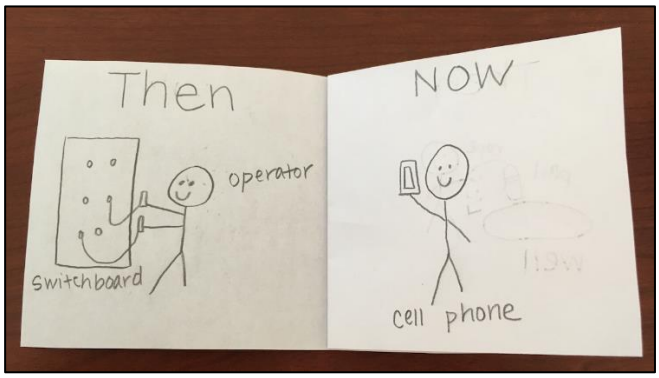
The librarian at your school has asked for your help in creating a mini-book that teaches other students about how things have changed in communities. It is important that the mini-book shares how things are different "now" compared to "then", or long ago. From the information we learned during our lesson, create two pages for your mini-book with pictures and words that show how machines have changed over time. Be sure to include pictures and words for <u>two</u> different machines and use the labels "then" and "now".

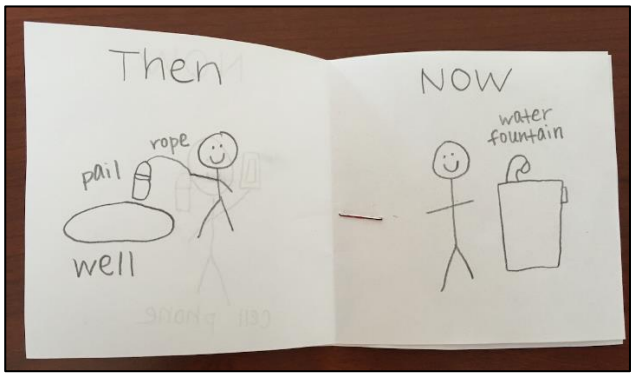
In your writing, be sure to include:

- illustrations of two different machines 'then' and 'now'; and
- labels or sentences that describe your illustrations.

Then, talk to a partner about how life in our community is different "now" because of the changes made to the machines in your mini-book.

POSSIBLE STUDENT RESPONSES





Oral response: "Now we have cell phones. My mom carries a phone in her purse. We can call people whenever we want. When we ride the bus and I get bored, my mom lets me play games on her phone. People couldn't do that back then when there were operators. Also, now it's easy for us to get water. We drink water from the water fountain or the sink. Before you had to get it from a well. We can spend our time doing other things because we don't have to take so much time to get water."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "Earlier we learned from the book* Then and Now: A Journey through the History of Machines *that some machines have changed over time. We learned about how the telephone, written communication, and trains have changed. We also talked about how these changes led to changes in the ways people live. Now, we're going to learn about how people long ago got water. As we read, let's think about how the way we get water now is different from how people got water back then. We can add this information to our chart."* *A sample chart is provided in the Resource section below.*	
First paragraph	When did people get water from a well? What do the words "long ago" mean? Where did people find water?	Long ago. That means a long time ago. In the ground. They dug in the ground until they found water.

Second paragraph	What is a well? What is a pail?	A well is a place where people found water. A pail is a kind of bucket.
Third paragraph	Explain to a partner how people got water from a well. (This is an opportunity for a collaborative talk structure.) How do we get water now? Do you think it is easier or harder for people in communities now to get water? Why or why not? How do you think communities changed when people could get water from a faucet instead of having to go to a well?	People dug a hole in the ground. They dug until they found water. They tied a rope to a pail. A pail is a kind of bucket. They dropped the bucket down into the hole. The pail filled up with the water in the well. Then they pulled the pail up. We get it from the sink. We turn on the faucet and the water comes out. We also get water from water fountains. It's easier. It would be hard to dig a hole and carry a pail every time you needed water. Yes. Because getting water is easier now we can spend our time doing other things, like working and playing.

RESOURCES

	Then	Now
Telephone	Operators, dial phones	Cell phones
Written communication	Mail, fax	Email
Trains	Steam and diesel locomotive	Bullet train
Water	Well	Sink, water fountain

Teacher's Note: If helpful, add pictures or drawings to the chart to help students read and recall the definitions of words.

THEN AND NOW – READING 2, QUESTION SEQUENCE 2, DAILY TASK 3

TEXT

Text: *Then and Now: A Journey Through the History of Machines*

Question Sequence: Second Read (*Read pages 21-40 only*)

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that common machines, like cars and music players, have changed over time and that these changes in technology contribute to changes in communities.

To achieve this understanding, students will:

- retell key details of the text to explain how machines have changed over time;
- describe connections between changes in machines and how those changes impacted communities;
- determine the meaning of words and phrases in the text to support description of changes in machines;
- describe how the illustrations support understanding of what machines used to look like; and
- write to explain how life in communities "now" is different from back "then".

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- advanced (explicit)
- predecessors (embedded)
- production (implicit)
- accessible (embedded)
- evolved (embedded)

The following words will be reinforced during this reading:

- invention
- technology

DAILY TASK

*This task should be completed after reading the shared reading text "*How People Got Resources in the Past: Finding Food*."*

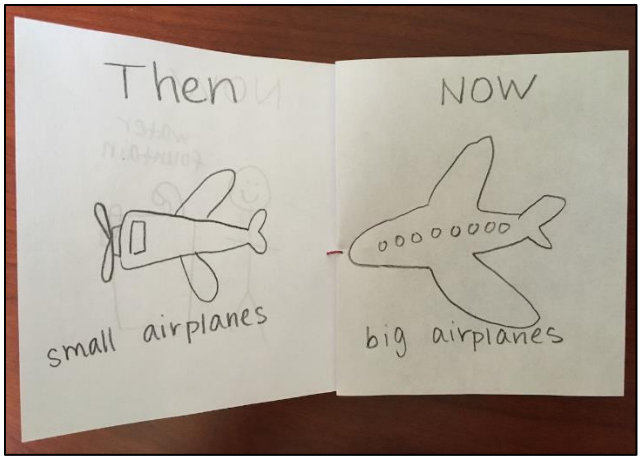
The librarian at your school has asked for your help in creating a mini-book that teaches other students about how things have changed in communities. It is important that the mini-book shares how things are different "now" compared to "then", or long ago. Adding information we learned during our lesson, create two pages for your mini-book. Add one new page to show how machines have changed over time from "then" to "now". Add the second new page that shows how gathering food has changed from "then" to "now". Be sure to include pictures and words for you two new pages and use the labels "then" and "now".

In your writing, be sure to include:

- one illustration of an additional machine 'then' and 'now' and one illustration of how gathering food has changed from "then" to "now"; and
- labels or sentences that describe your illustrations.

Then, talk to a partner about how life in our community is different "now" because of the changes in your mini-book.

POSSIBLE STUDENT RESPONSE



Oral response: "Back then airplanes were small. They could only hold ten people. Now they can hold 500. More people can fly on airplanes now."

On another set of pages the student draws a picture of someone fishing under the "Then" header and a picture of a grocery store under the "Now" header. The student explains: "Long ago people got food by hunting and farming and fishing. Or, they found food in the woods. Now we get our food from the grocery store. It's much easier to get food now. I think not as many people are hungry now because it's easier to get food."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "We will continue to read the text,* Then and Now: A Journey through the History of Machines*. We'll keep thinking about how machines have changes and how those changes affect the way people in communities live. We'll add on to the chart we created yesterday."* *A sample chart can be found below in the Resources section.*	
Page 22	How does the author describe the Model T cars?	They were extremely slow.
Page 24	The author says that streets and highways had to be "adjusted" to fit more cars. What do you think "adjusted" means? Why did the streets and highways have to be adjusted? Do you think communities changed when more people bought cars? Why or why not? (This is an opportunity for a collaborative talk structure.)	Adjusted means to change. People had to change the streets to fit more cars because more people could afford cars. Yes. More people could go to more places. There would be more traffic and maybe more car crashes.
Page 26	In what ways have cars changed?	Some cars today use batteries. They don't need gas. They have seatbelts now.
Page 28	How did the airplane change the way people and things traveled? How are airplanes now different from airplanes back then? How do you think these new airplanes have changed the way people in communities live?	Airplanes were much faster than trains and cars. Planes now are faster and safer. They can carry more people. The text says that now air travel is available to everyone. More people can fly so more people can travel to see people and places.

Page 36	How has the way we listen to music changed over time? Use information from the words and illustrations to help you answer this question.	Gramophones look big. In the picture it sits on a table. But now music players are small. You can hold them in your hand.
Page 39	Here the author asks us to think about how the machines we have today might be different in the future? What do you think will change? How could changes to machines change the way our community lives right now?	Maybe there will be cars that fly! Flying cars would make travel faster. We wouldn't have to wait in traffic. And maybe they would be safe for kids to drive. If kids could fly cars then we could go to lots of cool places!

RESOURCE

	Then	Now
Telephone	Operators, dial phones	Cell phones
Written communication	Mail, fax	Email
Trains	Steam and diesel locomotive	Bullet train
Water	Well	Sink, water fountain
Cars	Model T, slow	electric
Airplanes	Fit 10 passengers	Fit 500 passengers
Music players	Gramophone	Digital players

Teacher's Note: If helpful, add pictures or drawings to the chart to help students read and recall the definitions of words.

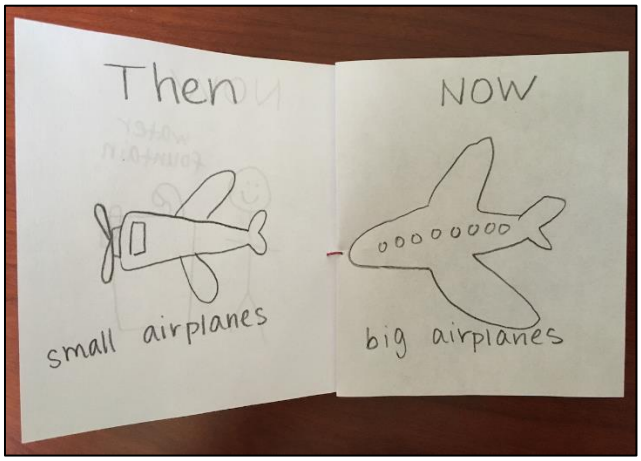
TEXT
Text: *How People Got Resources in the Past: Finding Food* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading *Teacher's Note: This text is available online at Readworks.org. Create a no-cost account to access the article and find the article by clicking the "Find Content" button and searching for the title "Finding Food."*

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
550L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Slightly Complex The text explicitly states that "people had four ways to get food" and then explains each of the four ways. Information is organized sequentially.	Slightly Complex The language in the text is conversational and familiar. Some readers may be unfamiliar with certain types of food referenced in the text, like "trout" or "eel". Sentence structures are simple.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Slightly Complex The purpose of this text is to explain the four ways people found food long ago. This purpose is clear, explicit, and narrowly focused.	Slightly Complex The text assumes little to no background knowledge related to finding food. There are no references to other texts.

LESSON OBJECTIVE(S) FOR THIS READING
Students will understand that the way people found food "long ago" is different from the way we find food "now". To achieve this understanding, students will: • retell key details of the text to explain the four ways people found food long ago; • describe how people find food now; • infer how life in communities is different now because of grocery stores; and • write to explain how life in communities "now" is different from back "then".

VOCABULARY WORDS
The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis. • hunted (explicit) • forest (implicit)

DAILY TASK
Teacher's Note: This task should be completed after reading the second interactive read of Then and Now *and the shared reading text "*How People Got Resources in the Past: Finding Food*."* The librarian at your school has asked for your help in creating a mini-book that teaches other students about how things have changed in communities. It is important that the mini-book shares how things are different "now" compared to "then", or long ago. Adding information we learned during our lesson, create two pages for your mini-book. Add one new page to show how machines have changed over time from "then" to "now". Add the second new page that shows how gathering food has changed from "then" to "now". Be sure to include pictures and words for you two new pages and use the labels "then" and "now". In your writing, be sure to include: • one illustration of an additional machine 'then' and 'now' and one illustration of how gathering food has changed from "then" to "now"; and • labels or sentences that describe your illustrations. Then, talk to a partner about how life in our community is different "now" because of the changes in your mini-book.

POSSIBLE STUDENT RESPONSE
 Oral response: “Back then airplanes were small. They could only hold ten people. Now they can hold 500. More people can fly on airplanes now.” On another set of pages the student draws a picture of someone fishing under the “Then” header and a picture of a grocery store under the “Now” header. The student explains: “Long ago people got food by hunting and farming and fishing. Or, they found food in the woods. Now we get our food from the grocery store. It’s much easier to get food now. I think not as many people are hungry now because it’s easier to get food.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher’s Script: “We’ve been talking about how life in communities now is different from what it was like back “then”, or long ago. This text explains how people “long ago” found food. As we read, let’s think about how the ways people found food “then” are different from the ways we find food “now”. We can add this information to our chart.”* *A sample chart is provided in the Resource section below.*	
Second paragraph	The author says “They searched in the forest for food that grew wild.” What does “searched” mean? What does it mean for foods to “grow wild?”	Searched means to look for. “Grow wild” means they grow in forests. They are found in nature.

	The author says "People had four ways to get food." What were these four ways? (This is an opportunity for a collaborative talk structure.)	Farming crops, hunting animals, fishing, and searching for food that grew in forests.
Third paragraph	How do most people get food today? The author says that "Now getting food is easier and faster." Do you agree? Why or why not? Use evidence from the text to support your answer. How would our community change if we didn't have grocery stores and we had to find food like people did long ago?	People get food at grocery stores. Yes, I agree with the author. It would have been hard to fish and hunt. Some people might have gone fishing but not caught many fish, and then they'd be hungry. Now you can just go to the store. There is always food at the store. We'd have to spend more time finding food. So maybe we'd spend less time at school because we would have to farm and hunt all the time. Maybe more people would be hungry because it is hard to find food.

RESOURCES

	Then	Now
Telephone	Operators, dial phones	Cell phones
Written communication	Mail, fax	Email
Trains	Steam and diesel locomotive	Bullet train
Water	Well	Sink, water fountain
Cars	Model T, slow	electric
Airplanes	Fit 10 passengers	Fit 500 passengers
Music players	Gramophone	Digital players
Food	Farm, hunt, fish, search for food in forests	Grocery stores

Teacher's Note: If helpful, add pictures or drawings to the chart to help students read and recall the definitions of words.

PLAYING WITH FRIENDS - READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT
Text: *Playing with Friends* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD440L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Slightly Complex The connections between past and present are explicit and clear. Text features help readers navigate information, but are not essential to understanding content. The graphics and pictures are simple and support readers in understanding the written text.	Slightly Complex The language features are slightly complex. Most sentences are simple. The terms “past” and “present” are defined explicitly. Some vocabulary words may be unfamiliar to readers, such as comparing, marbles, and plastic, though these words are supported by pictures or descriptions.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Slightly Complex The purpose of this text is to explain how children in the past and present play with friends. The purpose is clear and explicit.	Moderately Complex The general topic of playing with friends will be easily understood by most readers. The text assumes some understanding of different kinds of toys and how they are made. It may be unclear to some readers what the children are doing in some of the photographs from the past.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the ways children play with their friends have changed over time.

To achieve this understanding, students will:

- retell details from the text to explain how playing with friends has changed;
- use text features such as the table of contents and page headings; and
- form an opinion about whether life in communities "now" is better than life was back "then".

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- compare (explicit)
- past (embedded)
- present (embedded)
- entertainment (embedded)
- factories (embedded)

DAILY TASK

Leaders in your town want to build a history museum that explains what life was like in your community long ago. Leaders want one part of the museum to provide information that answers the question, "Would you rather live in our community now or back then?" Town leaders have asked your class to help provide information for this part of the museum.

Use information from the texts *Then and Now*, "Getting Water from a Well", "Finding Food", and *Playing with Friends* to help you form an opinion about whether you'd rather live in your community now or "back then".

In your product, be sure to include:

- illustrations and writing to explain your opinion;
- at least three reasons that support your opinion;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

The town leaders have asked you to explain your opinions orally. Practice explaining your opinion out loud with a partner.

POSSIBLE STUDENT RESPONSE

A student writes: I like now becuz fones are eezr to yous. Food is eezr to get. And I like wotee TV." (I like now because phones are easier to use. Food is easier to get. And I like watching TV.)

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Note: Depending on students' phases of reader development and the time of year, students may need varying levels of teacher support to access this text. Use strategies, such as choral reading or echo reading, for particularly complex sentences.* *Teacher's Script: "In this text we will continue to think about changes and learn about how the ways we play with our friends have changed over time. We can add these changes to our Then and Now chart."* *Teacher's Note: A sample chart is provided in the Resources section below.*	
Table of Contents	This is the table of contents. The table of contents lists the topics the author will talk about in the book. Let's read the table of contents. What do you think we'll learn about in this text?	We will learn about games, entertainment, playing outdoors, and toys.
Pages 4-5	What is the difference between the past and the present? *Teacher's Note: The teacher may want to connect "past and present" to "then and now", explaining that "past" means "then" and "present" means "now".*	The past is things that have already happened, and the present is the things that are happening now.
Page 8	This big, bold word at the top of the page is a heading. This heading says "Games". What then do we think we'll learn about on these pages? Some authors use headings, like this one, to organize information in books. Headings let the reader know what they'll be reading about.	We'll learn about games in the past and present.
Pages 10-11	How has the way children played with friends changed over time? What examples have we learned about so far? Use both the words and the photographs to help you answer this question.	Kids in the past played simple games like marbles. Now kids play video games and games on the computer. In the past, kids listened to radios and now we watch television.

	(This is an opportunity for a collaborative talk structure.)	
Pages 12-13	Point to the heading. Let's read it together. (Then, read the text on both pages.) Is there another header the author could have used here?	The author could have written the header "Swimming" because both pages talk about swimming.
Pages 16-17	Labels are words that say what a picture is. Point to the labels on these pages. How do the labels help us understand the differences between these toys?	The labels say metal and plastic. They help you see how the toys were made of different things.
Page 19	How has the way children played with friends changed over time? What examples have we learned about in these recent pages? Use both the words and the photographs to help you answer this question.	Some children swim in pools now instead of lakes. Some children skate on roller blades instead of skates. Toys are made of plastic instead of wood. Toys are made in factories.
Page 21	What connection can we make between the information on this page and what we learned in the book *Then and Now*?	The *Then and Now* book talked about written communication. It explained how back then people had to write letters. Now they can send email. Now we can also talk on the computer.
After Reading	Think again about our text *Then and Now*. Compare how the authors presented the information. What is similar about the two texts? What is different? *Teacher's Note: You may want to revisit the first text with a picture walk.*	The texts are similar because they showed pictures of things in the past and in the present. They are also similar because *Then and Now* had headings like "cars" and "travel" just like this text has headings like "games" and "toys". They are different because this text talks about playing with friends and *Then and Now* is about machines. *Then and Now* also has more information. It's longer.

RESOURCES

	Then	Now
Telephone	Operators, dial phones	Cell phones
Written communication	Mail, fax	Email
Trains	Steam and diesel locomotive	Bullet train
Water	Well	Sink, water fountain
Cars	Model T, slow	electric
Airplanes	Fit 10 passengers	Fit 500 passengers
Music players	Gramophone	Digital players
Food	Farm, hunt, fish, search for food in forests	Grocery stores
Games	Marbles	Computer games
Entertainment	Radio	Television

Teacher's Note: If helpful, add pictures or drawings to the chart to help students read and recall the definitions of words.

THE RELATIVES CAME – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT
Text: *The Relatives Came* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD940L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Slightly Complex The organization of the story is clear and sequential. The main plot elements – that the relatives come and later leave – are predictable.	Moderately Complex Most vocabulary is contemporary and familiar. The sentence structure is more complex, with many compound sentences and subordinate phrases and clauses.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Moderately Complex The theme of the book is clear – that relatives enjoy spending time together and miss one another when they're apart – but it is conveyed with some subtlety.	Slightly Complex The story explores only one theme. The experiences of the characters are familiar and common to most readers. Many readers will also have knowledge of relatives visiting and be able to make connections.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that changes in families and communities can be “small” and temporary.

To achieve this understanding, students will:

- retell details of the relatives’ visit;
- identify who is telling the story about the relatives’ visit;
- use details from words and illustrations to draw inferences about things that change;
- identify “small” changes that happen to the family and community when the relatives visit; and
- draw and write about some of the changes that happened during the relatives’ visit.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- relatives (explicit)
- strange (embedded)
- particular (explicit)
- disappear (implicit)

DAILY TASK

Pretend you are a member of the family in this book. Your family is writing a letter to your relatives thanking them for their visit. As part of the letter, your parents have asked you to draw pictures that illustrate the changes that happened in your home because the relatives came. Draw two illustrations that show how the relatives’ visit changed the family in different ways. Add writing to help explain the changes that happened.

In your product, be sure to include:

- two illustrations that show how the visit caused change with the family;
- writing that explains the changes that happened;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Be prepared describe your illustrations to a partner. Be sure to talk about whether the changes were big or small and if they lasted for a short or long time.

POSSIBLE STUDENT RESPONSE

A student draws a picture of the family sleeping together in beds and on the floor, with the sentence: The famle sept on the flr. (The family slept on the floor.). The student also draws a picture of a fence and writes the sentence: Tha fix the fes. (They fixed the fence.)

When talking with a partner, the student explains: “When the relatives came people had to sleep on the floor because there weren’t enough beds. This was a short change. This is a picture of the fence the relatives fixed. I think the fence will be around a long time now.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher’s Script: “Today we will read about a family and the changes that happened when their relatives came to visit. As we notice changes that happened, we’ll think about if these changes were big or small.”*	
Page 8	Are the relatives excited to see each other? Why do you think that?	Yes. I think they want to see their relatives and are in a hurry. I think they must be driving fast because their bags are falling off the car and they ran into the mailbox. Other relatives are running out to see them. These details are in the illustrations.
Page 12	Let’s stop and predict. What changes might happen to the family or community now that the relatives have arrived? (This is an opportunity for a collaborative talk structure.)	The visiting relatives could make everything more exciting because there are more people to do things with. They might do new things together. When I visit family, we play games and do a lot of fun things. It always changes when my family comes to town. I like it when they come for a visit.
Pages 15-16	Who is telling the story? How do you know? What has changed for the little girl in the picture since the relatives came to town? Why did it change and does she like the change?	The little girl who lives in the house is telling the story. I know because she said it was different going to sleep, and she is the only one sitting up not sleeping. The change was that there were not enough beds because the relatives came to visit. It was louder at night because everyone was breathing. It looks like the little girl wishes she could go to sleep.

Page 18	Do we notice any changes that are happening? How do you know? Do these changes seem big or small? Why?	The family is working in the garden. They are getting haircuts and fixing toys. Most of these details I see in the pictures. I think these are small changes. The toy truck that's broken is just one toy. The boy's hair will grow back. I guess the garden growing could be a bigger change because it could provide food for the family.
Page 20	What about here? Do you notice any changes happening? Will these changes last a short time or a long time?	The relatives eat all the strawberries and melons. That's a change that will last a short time because the family can just go to the store and get more fruit. They are fixing the fence. That change could last a while. The fence will probably be there a long time.
Page 23	We said earlier that the little girl is telling this story. On this page she says "our beds felt too big and too quiet." What does she mean?	The family probably got used to everybody sleeping together. Now that the relatives left there is more room so the beds feel big. It's quiet because the relatives aren't making breathing noises at night.
Page 28	Will the relatives see each other again?	I think so. The story says they dreamed about next summer. I think that means the relatives will visit again next summer.
After Reading	How do the relatives feel about visiting each other? How do you know? We talked about some changes that happened to this family because the relatives came. How are these changes similar or different from changes we've talked about in other books we've read?	They like to visit. They love each other. They do lots of hugging. The story says they think about each other and miss each other. In the illustrations all the relatives looked happy. These changes are different because they are small and don't always last a long time. The changes in other books were different. They were big. Like in the Little House, roads and trains and buildings were built. A whole city was built around her. That feels big. Also, the machines changed in big ways. Airplanes used to be small and now they're big

		and a lot of people can ride on them. The changes in this book only happened to a small group of people.

THE TWEEDLES GO ELECTRIC – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT
Text: *The Tweedles Go Electric* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD600L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex There are two storylines – what happens when the Tweedles decide to buy a car, and how various people feel about that decision – that are occasionally hard to predict. The illustrations support the text and readers' understanding of what transportation was like in the early 1900s.	Very Complex There are some instances of figurative language, such as "happy as a clam at high tide" and "more frightening than a basket of boas". Some language is specific to the setting, like "penny farthing". The text includes many Tier 2 words, such as plunks, admires, and reliable. There is a mixture of simple, compound, and complex sentences.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Very Complex The story addresses the theme of what it means to "go modern" and how different people feel about modernization. There is a subtle theme of "going green" and competition between gas and electric cars.	Very Complex The themes of being "modern" and "green" may be abstract and unfamiliar to many readers. The story is set in 1903. Many readers will not be familiar with this time period and the significance of choosing to buy a car.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that people feel differently about change, and these feelings can change over time.

To achieve this understanding, students will:

- retell details from the text that explain how different people felt about the Tweedle's electric car;
- identify how people's feelings about the electric car changed throughout the story;
- use details from the text and illustrations to support understanding; and
- write to contrast the different ways people felt about change.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- modern (embedded)
- electric (explicit)
- admires (embedded)
- reliable (explicit)

DAILY TASK

Monica Kulling and Marie Lafrance, the authors of *The Tweedles Go Electric*, are thinking about writing another book about the Tweedles. This time, they want to write about what happens when the Tweedles get a telephone for the first time. To help them write their new book, the authors want help remembering what happens to the different characters in their first book.

Choose one character and take two sticky notes. On the first sticky note, draw or write about how the character feels about the electric car at the beginning of the story. On the second sticky note, draw or write about how the character feels about the electric car at the end of the book. Put your sticky notes on the chart. Then, your teacher can share the chart with the authors.

	Papa	Mama	Frankie	Franny	The Hamms
How does this character feel about the car at the **beginning** of the story?					
How does this character feel about the car at the **end** of the story?					

The teacher will need to prepare this chart ahead of times for students' sticky notes.

POSSIBLE STUDENT RESPONSE
A student picks Mr. Tweedle. On the first sticky note, the student draws a picture of Mr. Tweedle holding a stack of money and explains that he is excited to buy the car. On the second sticky note, the student draws Mr. Tweedle riding a bike and explains that he still likes the car but he's getting used to it and wants to keep riding the bike to work.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "We're going to read a story about a family that buys a car for the first time. This is a big change for the family. There are lots of characters in this book, and some of them have different feelings about the car. We're going to think about how different characters feel about the changes that are happening in their community."*	
Page 2	Let's take a close look at the illustrations. What do you notice about the transportation people are using? What do people in the community think about the Tweedles for not changing and using a car?	Some people are riding bicycles. Some have horses and others are driving cars. Mr. Hamm called them fuddy-duddies. He thinks they are silly for not using a car and only riding their bikes.
Page 4	Papa announces that the family is buying a car. What could have caused Mr. Tweedle to want to get a car?	Maybe he wants to be able to go places more quickly. Or maybe he finally got tired of the neighbors making fun of him.
Page 8	How do the different members of the family feel about getting a car? How do you know? (This is an opportunity for a collaborative talk structure.)	Mama is very happy. She starts dancing. The text says that secretly she has always wanted a car. Frankie is happy too. He says "Yippee" and dances with Mama. He loves wheels. Franny is not excited. When Papa says they're getting a car she doesn't even look up from her book. She doesn't like speed or adventure.

Pages 11-12	Look back at page 2 and page 12. What is different? What change has taken place? What words does the author use that help describe how the town looks? How do people in the community feel about electricity and electric cars? Why, then, do you think Papa wants an electric car?	Electricity is now in the city. The author says the wires look like jungle vines. The author says electricity is new and scary and people don't understand it. People don't like standing under the telephone lines. On the last page the author says that steam cars are unreliable and gas cars are dirty and noisy. I think Papa wants a car that isn't dirty and noisy. He wants one that is more reliable. He must not think electricity is dangerous.
Page 18	One driver honks and shouts at the Tweedles, "Get a real car!" What does that mean?	The man who sold the Tweedles the car said that people want noise and smoke. They want their cars to sound and smell like a car. But the electric car isn't that way. It is different.
Page 24	What is driving the car like for the family? How do we know?	Frankie wants to go faster. Mama wants Papa to slow down. Papa almost hits people. In the picture he looks like he's not sure what he's doing. Maybe driving the car isn't as fun as Mama and Papa thought it would be.
Page 25	Papa decides to use his bike the next day. What does this tell us about the way he feels about the car?	He says he needs time to get used to it. Papa tried to be modern but he may not be ready for such a big change.
Page 26	The Hamms have a problem. What is it?	Mr. Hamm hurt his finger. Their horse is sick and their car is out of gas so they can't go to the doctor. They need help.

Page 30	Have people's feelings about the electric car changed? If so, how? In particular, how has Franny changed? Why?	Mr. Hamm tells everyone the Tweedles are smart for having a reliable car. He used to make fun of the electric car. Frankie did not change. In the beginning it said he liked adventure and things with wheels. At the end, he is driving a racecar. Mama was a bit nervous about the electric car but now she drives it too. Papa still rides his bike. Franny found out that she likes adventure. That's probably because she drove Mr. Hamm to the doctor and realized she could do it. Now she drives the car across the country.

THE LITTLE HOUSE – READING 2, QUESTION SEQUENCE 2, DAILY TASK 7

TEXT

Text: *The Little House*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that people feel differently about change. For some, changes in their community are difficult.

To achieve the understanding, students will:

- ask and answer questions about key details in the text to understand the Little House's perspective about why she doesn't like the changes that happen to her community;
- ask and answer questions about unknown words and phrases to describe changes;
- define the role of the author and illustrator as they describe the Little House through the changes over time; and
- use drawing, dictating, and writing to write a letter that describes the changes the Little House experienced and how she felt about them.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- glance (explicit)
- shabby (embedded)

The following words will be reinforced during this reading:

- curious
- wondered
- brook
- carriage

DAILY TASK

Pretend you are The Little House. Write a letter to the great-great-granddaughter of the man who built you who moved you back to the country.

In your letter, be sure to include:

- writing and illustrations to tell her how the changes to your community made you feel;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

POSSIBLE STUDENT RESPONSE
Dear Great-Great-Granddaughter, Tk you tak me to cute. I mis apl te. (Thank you for taking me to the country. I missed the apple trees.) Love, Jane Oral response: "Thank you for taking me back to the country. I didn't like living in the city. I missed the apple trees. No one took care of me. It was lonely." The student includes two pictures in her letter, one of a dark house with broken windows in the city and another of a smiling pink house in the country surrounded by apple trees. *Teacher Note: A template for a friendly letter is included in the Student Task Packet.*

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "The first time we read this text, we noticed how the community around the Little House changed over time. Today we're going to read the story again and think about how the Little House felt when these changes happened."*	
Page 3	Why do you think the Little House was curious about the city? (This is an opportunity for a collaborative talk structure.)	I think the Little House is curious because she lives in the country and doesn't know why there are so many lights in the city.
Pages 7-13	How do you think the Little House feels about watching the changes of the seasons? What picture clue helps you to know?	I think she likes watching the seasons change because it looks like she is smiling. The front of the Little House looks like a face and the front porch looks like it is a mouth smiling.

Page 18	How do you think the Little House is feeling? What evidence from the text makes you think that?	I think the Little House is sad. The text says that other houses crowded around her and no one wanted to live in her or take care of her anymore. Her steps, or mouth, don't look like they are smiling anymore.
Page 24	How do you think the Little House is feeling now? What evidence from the text makes you think that?	I don't think she likes the city. The text says the air was filled with dust and smoke and the noise was so loud it shook the Little House. I wouldn't like breathing in smoke or being shook. She also can't tell what season it is. She used to like watching the seasons when she lived in the country.
Page 26	How have people changed from the beginning of the story to now? Let's look at some illustrations before you discuss this with your partner. *Teacher's Note: Picture walk through earlier illustrations and have students discuss differences.*	The people have changed because they seem busier and do not notice as many things. In the beginning, the author and illustrator showed people outside and kids playing in the country. Now the pictures show us that people are in a hurry and do not notice pretty things like the Little House.
Page 31	The author describes the Little House as looking shabby. Based on the text and illustrations, what does shabby mean and why might the Little House look shabby? The author says the Little House was sad and lonely. What evidence from earlier in the story helps us understand why she might be sad and lonely?	To look shabby means you don't look good. There is no one living in the house and no one is taking care of her. The text says her paint is dirty and her windows are broken. Earlier in the story, she looked bright and clean and happy. The Little House isn't smiling anymore. She doesn't see all the things she used to see in the country, like apple trees and daisies, that made her happy.
Page 33	The great-great granddaughter is confused because the house her grandmother lived in was out in the country. What would you say to her to explain how this is the same Little House?	I would tell her it is the same house but that all the buildings and roads were built around her. They dug up the hill covered with daisies to build the city.

Page 37	How do you think the Little House feels now?	I think she is happy. She is back in the country. She can see the things she likes, like the night sky and the seasons. She has new paint and is clean. People take care of her again.
Page 40	How has the Little House changed through the story? How have her feelings changed? Use the pictures to support your answer. What do you think the author is trying to tell us about change in communities?	The Little House lived on a hill for a really long time and was happy. Then the Little House changed when she lived in the big city and looked shabby and was sad. Now she is happy again because her family moved her back to a place that was like her first home. The author is telling us that change can be hard. Some people don't want their communities to change and they're happier when things go back to the way they used to be.

KAMISHIBAI MAN – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT
Text: *Kamishibai Man* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD590L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Very Complex The story shifts between the past and present as the Kamishibai Man recalls what his job was like before televisions were invented. Much of the story is told through dialogue.	Moderately Complex The language is largely explicit and easy to understand. Some Tier 2 vocabulary, like vacant, gathered, and propped, may be unfamiliar to readers. Some Japanese words are used. Most sentences are simple or compound.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Very Complex There are multiple levels of meaning in the story. Readers must understand that time passes and communities change, and some changes can be difficult for people, like the Kamishibai Man. At the same time, people are nostalgic and enjoy remembering things from the past, like the children who grew up yet still remember the Kamishibai Man's stories. These themes are mostly conveyed through dialogue.	Moderately Complex The text assumes some background knowledge related to the development of antennas and televisions. Readers must also infer some details about how the Kamishibai Man uses paper pictures to tell his stories.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understandings that machines can cause change in communities, and that for some people change in their communities is difficult.

To achieve the understanding, students will:

- ask and answer questions about key details in the text to understand who the Kamishibai Man is and how the community around him has changed over time;
- use dialogue to understand how characters are feeling; and
- use drawing, dictation, and writing to compare the stories of the *Kamishibai Man* and *The Little House*.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- vacant (embedded)
- gaped (embedded)
- propped (embedded)
- gather (explicit)
- antenna (explicit)

DAILY TASK

Part 1

A teacher from another kindergarten classroom calls your class. She wants to teach her students about how communities change and how sometimes those changes can be difficult. She wants to know what books she can use to help her students understand change. Your class decides to tell her about *The Little House* and *Kamishibai Man*. Before you call her back, practice retelling both of these stories to a partner so you can explain them to the teacher.

Part 2

When you retell the stories to your new teacher friend, she says, "The Little House and the Kamishibai man are alike." She asks for your help identifying ways that the Little House and the Kamishibai man are similar.

In your writing, be sure to include:

- two ways that the Little House and the Kamishibai man are similar;
- illustrations of each of the similarities;
- capital letters at the beginning of each sentence; and
- punctuation at the end each sentence.

Be prepared to share your work with a partner.

POSSIBLE STUDENT RESPONSE
A student draws two pictures. One is of a house and a man with sad faces surrounded by cars. The second shows a smiling house with apple trees around and a smiling man with other smiling people around him. The student writes: Bof didt lik the sit. (Both didn't like the city.) At the end bof wr hape (At the end, both were happy.) While sharing with a partner, the student says: "Both the Little House and the Kamishibai man started in the country. Then they were in the city and they didn't like the cars. They didn't like the changes. But they were both happy in the end. Things kind of went back to the way they used to be because the Little House was back in the country and the Kamishibai man had people who wanted to listen to him again."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "We recently read* The Little House*. In that story, the Little House didn't like some of the changes that happened in her community. Today we're going to read another story about a community that changes. As we read, we'll think about why the changes are happening and how the character feels about the changes in his community."*	
Page 4	Jiichan says he misses going on his rounds. Do we know how long it's been since he last went on his rounds? Let's keep reading and figure out what it is that Jiichan is doing.	Baachan asks how many years it has been. Jiichan says it's been "quite a while". So I think it's been a long time.
Page 7	Let's look at this illustration. What do we know about where Jiichan lives?	There is grass and a river. There are two houses. The bridge is small and old. I think he lives in the country.
Page 8	Why does Jiichan say "I must have taken a wrong turn"? Why is Jiichan surprised by the changes in the city?	He doesn't recognize the city. There are many cars and tall buildings. It's been a long time since he came to the city. During that time things changed. Now it looks different to him.

Page 10	How do you think Jiichan feels about the changes that have happened in the city? How do you know? (This is an opportunity for a collaborative talk structure.)	He doesn't like them. He says the drivers are rude. He says they chopped down the nice park to make room for the restaurants and shops. He doesn't think people need to buy lots of things. The words that Jiichan says help me understand how he feels.
Page 16	Hmm, this illustration looks different. What changed between this page and the last page? Is he in the same place? *Teacher's Note: Students might need help understanding that Jiichan is remembering what it was like long ago. That is why he is younger and there is still a park. Things have not really changed, it's just his memory*.	Jiichan has black hair instead of white hair. He doesn't have glasses. There are trees around. He is in a different place. He is remembering what it was like when he was younger and the park was still there.
Page 18	What does Jiichan do? What is his job?	He shows pictures to the kids and tells them stories. He sells them candy.
Page 19	What is happening here? What do you predict will happen next?	People are gathered around a television. I predict that more people will want to watch television. Maybe kids will want to watch television instead of listen to Jiichan's stories.
Page 22	What change is happening in the community? How does Jiichan, the kamishibai man, feel about the change?	Lots of people are getting antennas and televisions. Kids are watching television now. They don't want to listen to Jiichan's stories any more. He is sad. The children pretend like they don't know him. One girl tells him to be quiet.
Page 26	The setting of the story just changed again. What's happening now? Who are the people gathered around Jiichan? How do we know?	He is old again. We are back in the present. They are the kids who used to listen to him. Someone says "we grew up with your stories". They remember the names of the stories he used to tell.

Page 30	How does Jiichan feel now? How do we know?	He is happy. He is going back to the city tomorrow. He asked Baachan for more candy. The people clapped for him and there was even a story about him on TV. He thought the children forgot him but they didn't.

PLAYING WITH FRIENDS - READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: *Playing with Friends*

Question Sequence: Second Read

Instructional Strategy: Shared Reading

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that some things in communities change over time, but other things stay the same.

To achieve this understanding, students will:

- retell details from the text to explain how playing with friends has stayed the same over time;
- use text features such as the table of contents and page numbers to locate information; and
- compare texts to identify other things that have both changed and stayed the same over time.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- handmade (embedded)

The following words will be reinforced during this reading:

- compare
- past
- present
- entertainment
- factories

DAILY TASK

The author of this book, Rebecca Rissman, has written a whole series of books comparing the past and present. She wants to know what else she can write about. Think about the other texts we've read. What is another example of something that has both changed and stayed the same over time? Write a letter to Rebecca Rissman telling her your idea.

In your letter, be sure to include:

- an idea that the author could write about; and
- one way your idea has changed, and one way your idea has stayed the same.

Teacher's Note: The following writing frame is provided in the Student Task Packet.

Dear Rebecca,

I like your books on past and present. I have an idea for a new book. You could write about ___. It has changed because _____. It has stayed the same because _____.

Your friend,
_____

POSSIBLE STUDENT RESPONSE
Dear Rebecca, I like your books on past and present. I have an idea for a new book. You could write about fd ("food"). It has changed because nw ppl get fd at gr sor (now people get food at grocery stores). It has stayed the same because pl hut and fs (people still hunt and fish). Your friend, Sierra

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Note: Depending on students' phases of reader development and the time of year, students may need varying levels of teacher support to access this text. Use strategies, such as choral reading or echo reading, for particularly complex sentences.* *Teacher's Script: "We're going to read this text a second time. The first time we read it we thought about how the ways we play with friends have changed over time. Now, we're going to think about how some of the ways we play with friends have stayed the same."*	
Table of Contents	This is the table of contents. The table of contents lists the topics the author will talk about in the book. The table of contents also lists the page numbers. If I only want to read one part of the book, the table of contents can help me find just that part. I want to start	

	by remembering what the words past and present mean. Looking at the table of contents, I think that section begins on page 4. Can you find the number 4? Point to the number 4. Now, let's turn the page.	
Pages 4-5	Is this page 4? How do we know? Let's compare the photographs on each of these pages. What's different? What's the same? Let's go back to the table of contents.	Yes. The number 4 is at the bottom of the page. The children are playing different games. But they are both playing games, and both of the games use a ball.
Table of Contents	I want to read about games. Look at the table of contents. Do you see the word "games"? (Do you see a word that begins with the /g/ sound?) Now follow the line and find the page number that the games section begins on. What's the page number? Let's go to page 8.	Page 8.
Pages 8-9	Is this page 8? How do we know? Let's compare the information on each of these pages. What's different? What's the same? (This is an opportunity for a collaborative talk structure.)	Yes, the number 8 is at the bottom of the page. I also see the word "games" at the top of the page. In the past kids played with marbles and now they play with computers. But we all play games. We still play games with other kids.
Pages 10-11	These pages show how entertainment has changed. It reminds me of the book *Now and Then: The History of Machines* and how music players changed over time. People listened to gramophones, and then records, and now digital media players. The ways we entertain ourselves have changed, but what has stayed the same? Let's go back to the table of contents.	People still want to be entertained. They want to hear stories. In the past people listened to stories on the radio but now we watch shows and movies that tell stories on TV.
Table of Contents	I want to learn about playing outdoors. Look at the table of contents. Do you see the word "playing"? Do you see a word that begins with	Page 12

	the sound /pl/? Now follow the line and find the page number that the playing outdoors section begins on. What's the page number? Let's go to page 12.	
Pages 12-13	Let's compare the information on each of these pages. What's different? What's the same? Let's go back to the table of contents.	Kids in the past swam in rivers and lakes. Now they swim in pools. But we still swim. I swim in the lake when I visit my grandma.
Table of Contents	I want to learn about toys. Look at the table of contents. Do you see the word "toys"? Do you see a word that begins with the /t/ sound? Now follow the line and find the page number that the playing outdoors section begins on. What's the page number? Let's go to page 16.	Page 16
Page 16-19	How were toys different in the past? How are they the same now? What does the word "handmade" mean? How do you know?	They are made of different things. In the past, they were made of metal. Now they are plastic. But we still have toys that you can ride on. And we still have toys that look like animals. It means that somebody makes it using their hands. In the photograph I see a man making toy cows with his hands.
Page 22	What else have we learned about that has stayed the same over time?	Kids still want to talk to friends who live far away. And some kids still like jump rope.
After Reading	This text gave us a lot of information about the past and present. What parts of the book helped us find this information?	The table of contents and page numbers helped us find information. We found certain parts of the book by looking them up in the table of contents. We also found information in the words and photographs.

KAMISHIBAI MAN – READING 2, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT

Text: *Kamishibai Man*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understandings that some things in communities change over time, but other things stay the same.

To achieve the understanding, students will:

- use details in the text, including illustrations and dialogue, to determine how the Kamishibai man's community and its members have stayed the same over time;
- ask and answer questions about unknown words and phrases; and
- use drawing, dictation, and writing to create dialogue and compare characters' experiences across texts.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- rickety (embedded)

The following words will be reinforced during this reading:

- vacant
- gaped
- propped
- gather
- antenna

DAILY TASK

*Teacher's Note: This task should be completed after students read the shared reading text "*The New Kid*".*

In *Kamishibai Man* and "The New Kid", the authors use dialogue to help tell stories about how communities both change and stay the same. Pretend that Jiichan and Dylan are talking to each other.

What would they say to one another? Draw and write to share what they might talk about.

In your product, be sure to include:

- illustrations of Jiichan and Dylan;
- writing for each character that shares how the communities changed and stayed the same;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Be sure to write as if the two characters are talking to one another.

POSSIBLE STUDENT RESPONSE
A student draws a picture of a man and a little boy facing one another. The student labels them "Jiichan" and "Dylan". The student draws speech bubbles to show that they are talking. One speech bubble says: My comte chajd wif tv. Ppl lik cande and strs. (My community changed with tv. People liked candy and stories.) The other speech bubble says: My comte chajd. I haf fds. (My community changed. I have friends.) When sharing with the teacher, the student has Jiichan say "My community changed when television came. But people still like candy and stories." Dylan says "My community changed too. I moved to a city. But it's the same because I have friends."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "When we first read this story, we thought about how the Kamishibai man's community changed over time and how he felt about that change. Today, we're going to read the story again, and this time think about how, even though many things changed, other things stayed the same."*	
Page 6	Jiichan says "Well, good morning to you rickety old bridge, still going strong after all these years." What does this tell us about the bridge? So even though we know that Jiichan will find a lot of changes in the city, this bridge seems like something that has not changed.	The bridge has been around for a long time, but it is still strong.

Page 10	Has the whole city changed? How do we know? (This is an opportunity for a collaborative talk structure.)	A lot has changed, but some things haven't. Jiichan says "there's that old noodle shop", so the noodle shop is still there. He says there was an old house he used to go by every afternoon. Some of the buildings are the same.
Page 12	When Jiichan looks at the candies he says "Thank you Baachan – you make good candies, just like in the old days." What does he mean by "old days"? What does this make us think about Baachan's candies?	He means the past. Bachaan is still good at making candies. That hasn't changed.
Page 21	Jiichan asks, "How can they like those blurry pictures better than my beautiful paintings?" Why do you think the children chose to watch the television instead of listening to the Kamishibai man's stories? *Teacher's Script: "This reminds me of the entertainment section in the book* Playing with Friends*. We said that in the past people listened to stories on the radio and now they watch stories on television. But we all still want to hear stories, and that's the same. Here, the children want to hear stories on television instead of listening to the Kamishibai man's stories and looking at his paintings. But, they still like stories, and that's the same."*	Maybe because televisions were new. Maybe the kids felt like they'd heard all of Jiichan's stories.
Page 23	Jiichan says "How could the world change so quickly?" What change happened so quickly?	People got antennas and televisions.
Page 26	What do the people say to Jiichan? What do they do? How have these people changed? How have they stayed the same?	They ask him to tell them stories. They clap their hands. They grew up. They used to be the kids who listened to Jiichan's stories. Even though they're grownups, they still remember and like him.
Page 28	Why do you think the people were excited when they saw that Jiichan has the same candies as he did in the "old days"?	They like the candy. Maybe the candies make them remember when they were kids.

After Reading	Do you think Jiichan will become the kamishibai man again? Why or why not?	I think he will. He saw that people still want to hear his stories.

"THE NEW KID" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT
Text: "The New Kid" **Question Sequence:** First Read **Instructional Strategy:** Shared Reading *Teacher's Note: This text is available online at Readworks.org. Create a no-cost account to access the text and find the text by clicking the "Find Content" button and searching for the title* "The New Kid."*

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
150L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Slightly Complex The story is clear and sequential. The first paragraph explains that Dylan has moved to a new city and the remaining text is a short conversation between Dylan and two kids at his new school. Readers will have to recognize that part of the story is told through dialogue and keep track of who is speaking.	Slightly Complex The language is explicit, literal, and easy to understand. There are no Tier 2 words.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Slightly Complex The theme of the story is that communities are different from one another. Readers may infer that the differences are difficult for Dylan, but that having friends like Kamil and James will make the change easier.	Slightly Complex The experience of moving from one school to another may be common for some readers. Readers who have not had this experience may need to infer what the experience is like for Dylan. The text does not assume any intertextual or cultural knowledge.

LESSON OBJECTIVE(S) FOR THIS READING
Students will build on the understandings that while some parts of a community change, other parts stay the same. To achieve the understanding, students will: • ask and answer questions about key details in the text to understand what has happened to Dylan and how he might be feeling; • use dialogue to understand key details; and • use drawing, dictation, and writing to create dialogue and compare characters' experiences across texts.

VOCABULARY WORDS
No new vocabulary words will be introduced in this text.

DAILY TASK
Teacher's Note: This task should be completed after the second interactive read aloud of Kamishibai Man *and the shared reading text "*The New Kid*".* In *Kamishibai Man* and "The New Kid", the authors use dialogue to help tell stories about how communities both change and stay the same. Pretend that Jiichan and Dylan are talking to each other. What would they say to one another? Draw and write to share what they might talk about. In your product, be sure to include: • illustrations of Jiichan and Dylan; • writing for each character that shares how the communities changed and stayed the same; • capital letters at the beginning of each sentence; and • punctuation at the end of each sentence. Be sure to write as if the two characters are talking to one another.

POSSIBLE STUDENT RESPONSE
A student draws a picture of a man and a little boy facing one another. The student labels them "Jiichan" and "Dylan". The student draws speech bubbles to show that they are talking. One speech bubble says: My comte chajd wif tv. Ppl lik cande and strs. (My community changed with tv. People liked candy and stories.) The other speech bubble says: My comte chajd. I haf fds. (My community changed. I have friends.) When sharing with the teacher, the student has Jiichan say "My community changed when television came. But people still like candy and stories." Dylan says "My community changed too. I moved to a city. But it's the same because I have friends."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "We're going to read another story about changing communities. Like Kamishibai Man, the author of this text uses dialogue, or the words that characters say, to help tell the story. As we read, let's make sure to pay attention to who is talking. We can think about how hearing the character's words helps us understand what they're thinking and feeling."*	
First paragraph	What happened to Dylan? How might Dylan's new community be different from his old one? (This is an opportunity for a collaborative talk structure.)	He moved from a small town to a city. He is at a new school. The city might be bigger. Maybe there are more buildings and cars. There are probably more people.
Second paragraph	Dylan says, "This school is different." How is it different?	It's bigger. There are a lot more kids here. His old school was small.
"There are 500..."	Does Kamil agree with Dylan that the two schools are different? How do we know?	He does. He says that there are 500 kids at this school. Five hundred is more than 50. Kamil says "that is different." We know Kamil agrees with Dylan because of what he says.
"Now you have..."	How are the two schools the same?	Dylan says that he had friends at his old school. But James says that he has friends at the new school too, so that is the same.
After Reading	How do you think Dylan feels about his new community? How are Dylan and Jiichan similar? How are they different?	He's probably a little nervous. A lot of things are new. He probably misses his old friends, but he probably feels better because Kamil and James are his friends. They both experienced change. Jiichan's community changed over time because people got televisions. Dylan's community changed right away because he moved.

	Can you make more connections between this story and other texts we've read?	This text also reminds me of The Little House because Dylan used to live in a small town and now he's in the city. That's like how the Little House was first in the country and then she became a part of the city.

A Bus Called Heaven – READING 1, QUESTION SEQUENCE 1, DAILY TASK 11

TEXT
Text: *A Bus Called Heaven* **Question Sequence:** First Read **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD570L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex There are multiple storylines in the text. The primary storyline is about what happens to the bus, while another is about how the bus changes the community. The illustrations support the text. There are often multiple panels of illustrations on a single page and readers have to match the text to the corresponding illustration to gather meaning.	Moderately Complex The language is mostly explicit and familiar. Some Tier 2 words, like pale, regulations, and nudged, may be unfamiliar to some readers. The sentences are primarily simple and compound, with some complex sentence structures.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Moderately Complex There are multiple levels of meaning in this text. The bus that is mysteriously left on the street leads to change in the community and change in Stella. The name of the bus, heaven, is symbolic, since the bus created a new place for the community to come together to build friendships.	Moderately Complex The theme is developed throughout the course of the book. While revitalizing an abandoned bus is unlikely to be a familiar experience to readers, the themes of building relationships with neighbors and protecting an important piece of the community are likely to be relatable.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that change in communities can be caused by events and people.

To achieve the understanding, students will:

- ask and answer questions about key details in the text to understand how the bus caused change in the community;
- ask and answer questions about key details in the text to understand the role Stella played in making the bus an important part of the community;
- identify information conveyed through illustrations; and
- use drawing, dictation, and writing to share Stella's point of view about the bus and her community.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- pale (embedded)
- regulations (explicit)
- donations (embedded)
- gasped (implicit)
- pleaded (embedded)

The following words will be reinforced during this reading:

- vacant

DAILY TASK

A reporter from the local newspaper is writing a story about the bus called heaven. The reporter wants to interview Stella. Pretend you are Stella. Write to respond to the reporter's questions.

Questions:

- What changes has the bus made to your community?
- How did you help make these changes?

In your product, be sure to include:

- a response that includes answers to each of the questions;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

POSSIBLE STUDENT RESPONSE
A student writes: Pl tok and sd tim togr in the bus. I said we sd kep the bus. I pd soc. (People talk and spend time together in the bus. I said we should keep the bus. I played soccer.) The student draws a picture of people gathered around a brightly colored bus. When reading her writing to the teacher the student adds more details. She reads: "People talk more and spend time together in the bus. I said we should keep the bus. I played table soccer to win the bus so it wouldn't go to the junkyard."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "We're going to read a story about something that happened that caused a change in the community. As we read, let's think about the events that happened that caused the community to change and which people helped make those changes."*	
Page 1	Wow, right away the author says the community will change. The author writes in the first sentence, "The bus brought change to Stella's street." Make a prediction. How could this bus bring change to the people who live on this street? (This is an opportunity for a collaborative talk structure.)	Maybe people will be able to drive the bus. They will take it to cool places.
Page 2	The author says "Stella changed, too". How do you think she will change? What clues in the text help us make a prediction about how she will change?	It says she took her thumb out of her mouth. She usually sucks on her thumb. She pushed open the door and climbed in. That's kind of a brave thing to do. Maybe she is usually shy. Maybe the bus will help make her more friendly and brave.
Page 5	What does Stella want to do?	She says the bus should be ours. I think she wants to keep the bus.

Page 8	The author says, “People were sitting on the wall, where no one had sat before”. What does that mean?	Maybe people in the community just walked by each other. But now because the bus is there they are stopping. In the picture there are a lot of people by the bus and they are talking.
Page 13	How has the bus changed? What are people in the community doing?	It’s clean now. People cleaned it, and they painted it. Kids painted a blue sky and a sun on top and grass and people on the bottom. People are giving donations. They are putting things in the bus, like magazines and food.
Page 15	Remember on the first page how the author said the bus brought change to the community? Do we see now how the bus brought change?	Yes. People in the community are gathering in the bus. They are meeting each other, laughing, and doing other things like sharing pictures. In the illustrations there are a lot of people. They seem happy.
Page 23	What happened to the bus? What do you think the community will do? Why do you think that?	It was towed away. It was an obstruction in the road and a man took it to the junkyard. I think people in the community will rescue the bus. I see in the illustrations that they all followed the bus to the junkyard. They walked in the street to get there.
Page 24	The author says “The crowd pleaded for their bus.” Why did the community care so much that their bus was taken to the junkyard?	They really liked the bus. Maybe they realized that having the bus helped them spend time together and make friends.
Page 31	Why are the community members thanking and cheering for Stella?	She convinced the junkyard man to let her keep the bus if she beat him at table soccer. She won the game and got the bus back. The community is really happy to get their bus back.

ONE PLASTIC BAG – READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT
Text: *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia*
Question Sequence: First Read
Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD570L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex There are multiple story lines in this text. The text tells the story of Isatou and how she made purses out of plastic bags. It also explains how the community changed for the better when the trash was cleaned up. The illustrations support readers' understanding.	Moderately Complex The language is explicit, literal, and familiar. There are some Tier 2 words, like emerges, useless, and survives, that may be unfamiliar to some readers. The author includes some words from the Gambian native language. There is a glossary and pronunciation guide for these words in the back of the text.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Moderately Complex The theme of the story is that people, like Isatou, can change their community for the better. This theme is fairly clear, but is conveyed with some subtlety.	Moderately Complex The experience of trash in a community, and the negative impacts it can have, may be familiar to readers. There are some specific cultural references, such as the food Isatou eats, that may be unfamiliar to readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that change in communities can be led by people.

To achieve the understanding, students will:

- recall key details in the text to explain what Isatou does and how it changes her community;
- make inferences about the negative impact of plastic bags on Isatou's community; and
- use drawing, dictation, and writing to explain why Isatou was a hero for her community.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- plastic (explicit)
- useless (explicit)
- survive (implicit)
- nervously (embedded)
- mock (explicit)

DAILY TASK

A company that makes trading cards is starting a new series of cards called Community Heroes. The company wants your help creating a trading card about Isatou Ceesay. On one side of the trading card, draw a picture of Isatou that shows how she made a change in her community. On the other side, write to explain how she led change in her community.

In your product, be sure to include:

- an illustration that shows changes that Isatou made in her community;
- writing that explains how Isatou led change;
- capital letters at the beginning of each sentence; and
- punctuation at the end each sentence.

Share your trading card with a partner and explain why Isatou Ceesay is a community hero.

Teacher's Note: A template for the trading card is provided in the Student Task Packet.

POSSIBLE STUDENT RESPONSE

On the front of the card a student draws Isatou holding a plastic bag in one hand and a purse in the other.

On the back, the student writes: Isatoo ken up ts. She mad baz. (Isatou cleaned up trash. She made bags.)

While talking with a partner, the student explains: "The plastic bags were hurting the community. They made the community dirty and goats ate them and died. Isatou collected the plastic bags. She turned

them into purses. She got other women to make purses from plastic bags too. She cleaned up the community and people made money."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	*Teacher's Script: "We're going to read a story about a woman who lives in a faraway place called the Gambia. Her name is Isatou. Changes were happening in Isatou's community that she thought were bad. We're going to see what she does about it."*	
Page 7	*Teacher's Note: Ask this question after reading the sentence "The colors are beautiful, she thinks."* How does Isatou feel about the plastic bags? How do you know? (This is an opportunity for a collaborative talk structure.)	I think she likes the plastic bags. She can carry things in them. Her other bag broke. People put food and drinks in the plastic bags. Isatou thinks the color of the bags are beautiful.
Page 8	What does Isatou do with the plastic bag that broke? Why? What do you predict could happen next?	She drops it on the ground. The author says that everyone drops the bags on the ground because there is no place to put them. Isatou will keep finding new bags and dropping the useless ones. Maybe there will be a lot of useless bags.
Page 10	The author says that "years pass and Isatou grows into a woman." What do you think happened during those years when Isatou was growing up?	Maybe people kept dropping their plastic bags. There's probably a lot of trash now.
Page 12	How does Isatou feel about the plastic bags now? How do you know?	She doesn't like them. She said the plastic isn't beautiful anymore. Her goat ate the plastic and now it will die.
Page 14	Why are all the plastic bags on the ground bad for the community? How do we know?	The author says there are mosquitos by the trash piles. Maybe the mosquitos will bite people. The author says that people burn the trash and it stings Isatou's

		nose. Maybe that means it doesn't smell good. There is a picture of goats eating the trash. We know that Isatou's goat died from eating trash. Maybe these goats will die too.
Page 22	What are Isatou and the other women doing with the plastic bags? Using the illustrations as clues, what do you think "crochet" means? (*The teacher may need to show students pages 18-21 again*.) The author says that people called the women "dirty" and laughed at them. Why do you think people mocked the women and their work?	They wash them, cut them apart, and then crochet the strips together to make purses. Crochet is like sewing. The women use sticks. It looks like they use the sticks to tie the pieces of plastic together. They crochet purses. The women were making purses out of dirty trash. Maybe the people thought that nothing clean or good could come from the old plastic bags. Maybe the people think that no one would want to buy a purse made of plastic bags.
Page 25	What happened when Isatou went to the city?	People in the city wanted to buy her purses. She made enough money to buy a new goat.
Page 28	What do you notice about the illustrations on this last page? How did Isatou's work change the community and make it better?	The community is clean. Isatou is older. Her baby grew up to be a kid. It made the community cleaner. She helped get rid of all the plastic bags. Maybe now there aren't mosquitos and the goats died. The women have more money now because they sell the purses.

END-OF-UNIT TASK

END-OF-UNIT TASK
Authors who write books about communities are getting together for a book fair. At the book fair, they will share their books with visitors and talk about how communities change. The authors who wrote the books you read in this unit will be there. They have asked you to create a poster to advertise the book fair. They want you to choose four of the texts you've read and explain what these texts teach us about change in communities. On your poster, be sure to: • choose four different texts; • list the title and author of each text; • explain what each text teaches us about change in communities; • include an appropriate heading at the top of the poster; and • use drawing, dictation, and writing to explain your ideas • include capital letters at the beginning of each sentence; and • include punctuation at the end of each sentence.

STUDENT RESPONSE

Books About Change in Communities	
The Little House by Virginia Lee Burton Communities change ovr tim. Change can be hrd. (Communities change over time. Change can be hard.)	Playing with Friends by Rebecca Rissman The past is difnt. But we stl do sum ov the sam thgs. (The past is different. But we still do some of the same things.)
The Relatives Came by Cynthia Rylant Changes in communities can be sml. Tha can last a srt tim. (Changes in communities can be small. They can last a short time.)	One Plastic Bag by Miranda Paul Pepl can mak ther community betr. (People can make their community better!)

The student looks at book covers to copy the titles and authors' names. The student also adds illustrations. For *The Little House*, the student draws a picture of a small pink house surrounded by trees and another house surrounded by tall buildings and cars. For *Playing with Friends*, the student draws a picture of children swimming in a lake and other children swimming in a pool. For *The Relatives Came*, the student draws a picture of many people sleeping next to each other. For *One Plastic Bag*, the student draws a picture of Isatou Ceesay holding a purse and a goat next to her eating grass.

END-OF-UNIT TASK RUBRIC

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	**Needs More Time (1)**	**Meets Expectation (2)**	**Above Expectation (3)**
Content (Text-based evidence)	None of the text descriptions explain what the text teaches readers about change in communities	At least one of the text descriptions explains what the text teaches readers about change in communities	Three of the four text descriptions explain what the text teaches readers about change in communities	All four text descriptions explain what the text teaches readers about change in communities
Word Choice (Content Vocabulary)	Uses 0 content vocabulary words to explain change in communities (e.g., change, past, present, then, now, different, same, better, easier)	Uses 1-2 content vocabulary words to explain change in communities (e.g., change, past, present, then, now, different, same, better, easier)	Uses 3 content vocabulary words to explain change in communities (e.g., change, past, present, then, now, different, same, better, easier)	Uses 4 or more content vocabulary words to explain change in communities (e.g., change, past, present, then, now, different, same, better, easier)
Mechanics	Little to no use of punctuation and capitalization	Uses some punctuation and capitalization but errors make understanding difficult	Mostly uses punctuation and capitalization and errors do not interfere with the understanding	Consistently uses correct punctuation and capitalization
Structure	There is no header on the poster, few supporting pictures are included, and few labels, words, or sentences are included	The poster may include a heading, some supporting pictures and/or labels, words, and sentences are included	The poster includes a heading and supporting pictures, labels, words, and/or sentences	The poster includes a heading and many supporting pictures, labels, words, and/or sentences

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
• What are the concepts around which I will organize my unit (*universal concept, unit concept*)? • What will students come to understand through deep exploration of these concepts (*essential questions, enduring understandings*)?* • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (*guiding questions, disciplinary understandings*)? • Why is this content important for students to know? *Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
• How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations?	

• What is the criteria for success on this task? What does an excellent response look/sound like?	

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.	
• How are the texts sequenced to build knowledge around the unit concepts? • How are the texts sequenced to support students in developing academic and domain-specific vocabulary? • Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?	

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.	
• What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex? • What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading? • Where might you need to spend time and focus students' attention to ensure they comprehend the text?	

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.	
• How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading? • How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge? • How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading? • How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.) • How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text? • Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?	

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
• How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like?	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the unit starter.

• What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? • How can the questions and tasks provided in the unit starter inform adjustments to upcoming lessons?	

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.	
• What knowledge and understandings about the content do I need to build? • What action steps can I take to develop my knowledge? • What resources and support will I seek out?	

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.	
• What is the desired understanding(s) for this reading? • How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading? • How will my students demonstrate their learning at the end of the lesson? • How does the desired understanding for this reading fit within the larger context of the unit?	

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.	
• Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge? • What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings? • Where do I need to focus students' time and attention during the read aloud/shared reading?	

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
• Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response?	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found here.

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson