

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE 1 ELA UNIT CONNECTED TO SOCIAL STUDIES (INTERDEPENDENCE)

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.03 Distinguish between wants and needs.
- K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.
- K.05 Explain the benefits of saving money.
- K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.
- K.07 Give examples of how people use money to make purchases.
- K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.
- K.15 Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.
- K.16 Explain the purpose of rules and laws.

Grade 1

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
- 1.07 Distinguish how people are consumers and producers of goods and services.
- 1.08 Determine the difference between basic wants and needs and provide examples of each.
- 1.09 Assess factors that could influence a person to use or save money.
- 1.15 Identify the Governor and the President and explain their roles.
- 1.17 Distinguish the differences between rules and laws and give examples of each.
- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 1.19 Explain that voting is a way of making choices and decisions.
- 1.20 Recognize that a mayor is the leader of a town/city and explain his/her role.

Grade 2

- 2.04 Examine different types of producers and consumers in the U.S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.07 Differentiate between imports and exports.
- 2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.
- 2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.
- 2.22 Recognize that Tennessee has a constitution, which is the basis for our state's laws.
- 2.23 Describe the three branches of U.S. government and the basic role of each.
- 2.24 Recognize that our nation makes laws and that there are consequences for breaking them.
- 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.

Grade 3

- 3.17 Compare and contrast how goods and services are exchanged on local and regional levels.
- 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.
- 3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.
- 3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.
- 3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population; spread of disease (smallpox); increased conflict; loss of territory; and increase in trade.
- SSP.06 Develop geographic awareness by determining relationships among people, resources, and ideas based on geographic location.

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.

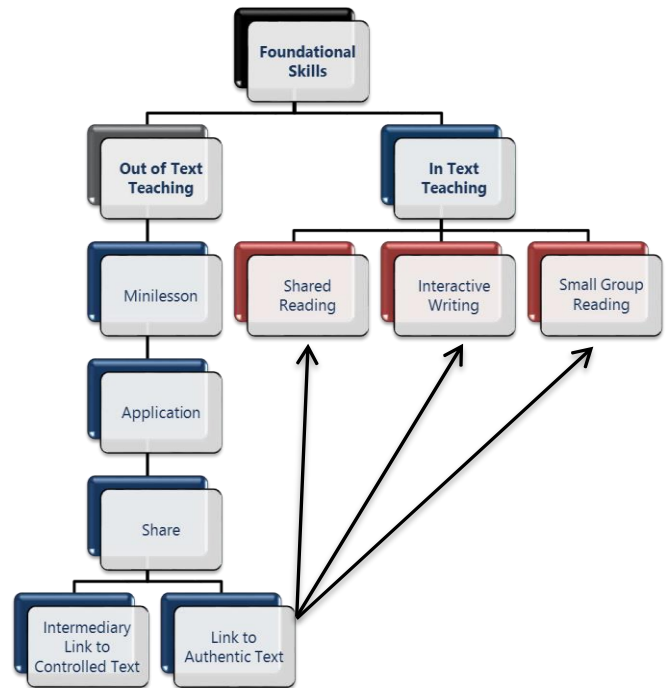
Foundational Skills Practice Out of Text and In Text

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?

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:

Interdependence

Unit Concept:

Interdependent Relationships in Our State

Enduring Understanding:

Our state government functions through interdependent relationships between citizens and leaders.

Our state economy functions through interdependent relationships between consumers and producers.

Essential Question:

What does our state government “depend on” to function? What does our state economy “depend on” to function?

Disciplinary Understandings:

Citizens elect leaders with specific roles that help different levels of government (local, state, national) function.

Good citizens follow rules and laws, respect the rights of others, and participate in decision making.

Consumers and producers in our state, country, and world depend on goods, services, and products that industries in our state produce.

Consumers make choices about saving and spending money to buy what producers sell in order to meet needs and wants.

Guiding Questions:

What are the roles of citizens and leaders in running our government? What does good citizenship depend on? Who “depends” on our state economy – and for what? What is the relationship between consumers and producers?

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:

The Tennessee Department of Tourist Development wants people to know about Tennessee. It has asked for your help creating a brochure that explains information about Tennessee’s government and economy. Create a brochure that includes:

- a section that explains the responsibilities of different leaders in Tennessee’s government;
- a section that explains the responsibilities of citizens in Tennessee;
- a section that describes the goods and services Tennessee produces;
- a section that explains why the goods and services produced in Tennessee are important for consumers; and
- a front cover with an appropriate title.

In each section, be sure to:

- name the topic of the section;
- supply some facts about the topic based on the texts we’ve read;
- include evidence and vocabulary from the unit;
- provide some sense of closure; and
- include correct capitalization and punctuation.

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 ...

Duck for President (IRA)

Selections from

TNHistoryforKids.org (IRA):

- “How State Government Is Set Up”
- “What Does Government Do?”
- “Where Does Government Get its Money?”
- “Being a Good Citizen”
- “Tennessee Crops”
- “Tennessee Critters”

“How Government Works” (SR)

Vote! (IRA)

“First Grade Chooses a Snack” (SR)

Voting (SR)

Being a Good Citizen (IRA)

If Everybody Did (SR)

Officer Buckle and Gloria (IRA)

“What is a Law?” (SR)

President Lincoln: From Log Cabin to White House (IRA)

Lyda Newman, Inventor and Fighter (SR)

Who’s Buying? Who’s Selling? (SR)

Before We Eat: From Farm to Table (IRA)

Where Did My Clothes Come From? (IRA)

“Tennessee – Economy” (IRA)

Something Special for Me (IRA)

“All About Money” (SR)

Tia Isa Wants a Car (IRA)

The Money Tree (SR)

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 First Grade 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?)

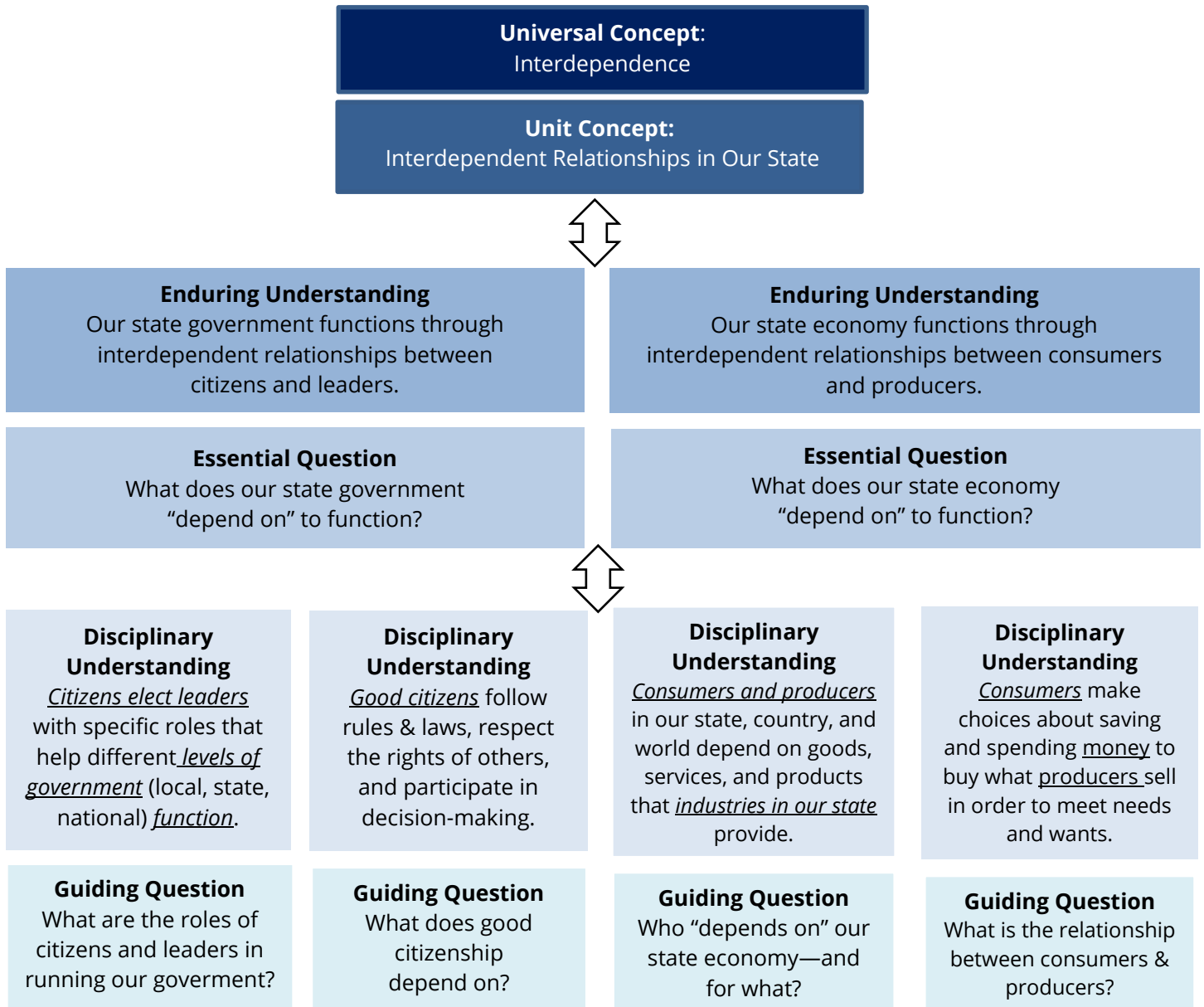


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding 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 First Grade Unit Starter.



Related Standards

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
- 1.07 Distinguish how people are consumers and producers of goods and services.
- 1.09 Assess factors that could influence a person to use or save money.
- 1.15 Identify the Governor and the President and explain their roles.
- 1.17 Distinguish the differences between rules and laws and give examples of each.
- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 1.19 Explain that voting is a way of making choices and decisions.

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 connected to 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

- 1. RI.KID.1 Ask and answer questions about key details in a text.
- 1. RI.KID.2 Identify the main topic and retell key details of a text.
- 1. RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1. RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1. RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1. RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1. RI.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its key ideas.
- 1. RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.

ALIGNED STANDARDS: LITERATURE

- 1. RL.KID.1 Ask and answer questions about key details in a text.
- 1. RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1. RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1. RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- 1. RL.CS.6 Identify who is telling the story at various points in a text.
- 1. RL.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1. RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.
- 1. RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade.

ALIGNED STANDARDS: WRITING

- 1. W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

- 1. W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
- 1. 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.
- 1. W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1. W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

ALIGNED STANDARDS: SPEAKING & LISTENING

- 1. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1. SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1. SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1. SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1. SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1. SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

CONNECTED STANDARDS: SOCIAL STUDIES

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
- 1.07 Distinguish how people are consumers and producers of goods and services.
- 1.09 Assess factors that could influence a person to use or save money.
- 1.15 Identify the Governor and President and explain their roles.
- 1.17 Distinguish the differences between rules and laws and give examples of each.
- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 1.19 Explain that voting is a way of making choices and decisions.

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
<i>Duck for President</i>	Doreen Cronin
"How State Government Is Set Up" "What Does Government Do?" "Where Does Government Get its Money?" "Being a Good Citizen" "Tennessee Crops" "Tennessee Critters"	TNHistoryforKids.org
"How Government Works: A Look at State and Local Governments"	NewsELA.org
<i>Vote!</i>	Eileen Christelow
"First Grade Chooses a Snack"	Readworks.org
<i>Voting</i>	Diane Mayr

<i>Being a Good Citizen: A Book About Citizenship</i>	Mary Small
<i>If Everybody Did</i>	Jo Ann Stover
<i>Officer Buckle and Gloria</i>	Peggy Rathmann
"What is a Law?"	Readworks.org
<i>President Lincoln: From Log Cabin to White House</i>	Demi
"Lyda Newman, Inventor and Fighter"	Readworks.org
<i>Who's Buying? Who's Selling? Understanding Consumers and Producers</i>	Jennifer Larson
<i>Where Did My Clothes Come From?</i>	Chris Butterworth
<i>Before We Eat: From Farm to Table</i>	Pat Brisson
"Tennessee – Economy"	Encyclopedia Britannica
<i>Something Special for Me</i>	Vera B. Williams
"All About Money"	Readworks.org
<i>Tia Isa Wants a Car</i>	Meg Medina
<i>The Money Tree</i>	C.J. Heck

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
<i>How to Be a Good Citizen</i>	Emily James
<i>What is Government?</i>	Ann-Marie Kishel
<i>Rules and Laws</i>	Ann-Marie Kishel
<i>Milk: From Cow to Carton</i>	Aliki
"Consumers and Producers" (video)	Pebble Go
"Good and Services" (video)	Pebble Go
<i>Everyone Makes a Difference</i>	Cindy Leaney

<i>On Market Street</i>	Anita Lobel
"Money Matters"	TIME for Kids
"Lincoln's Life"	TIME for Kids
"Abraham Lincoln"	Readworks.org
Biography of Abraham Lincoln (video) https://www.youtube.com/watch?v=fTjYG1Tyaos	FreeSchool
"An American Leader: The Story of Martin Luther King Jr."	Readworks.org
"Why Do We Need Rules?"	Readworks.org
"Our House Rules"	Readworks.org
"What Can I Buy?"	Readworks.org
Ben's Guide to the U.S. Government	https://bensguide.gpo.gov/
"Three Branches of Government" (video) https://www.youtube.com/watch?v=-EISWIY9bG8	School House Rock
"Branches of Government" (video)	Brain Pop Jr.
"Purposes of Government" (video) https://www.youtube.com/watch?v=S2bxkt3Nbpk	Homeschool Pop
"Sesame Street: Election Day" https://www.youtube.com/watch?v=LRw4iuq498Y	Sesame Street
"You Choose: Presley Talks About Voting" https://www.youtube.com/watch?v=S6oFLipB6g8	PBS Kids
"Why We Have Rules: Basic Concept of Laws for Kids" https://www.youtube.com/watch?v=rhWVQQQ5hVU	Educational Video Library
<i>Virtual Tours of the Memphis Cotton Exchange, Musgrave Pencil Company, and Tennessee River Pearl Farm</i>	TNHistoryforKids.org

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
chores election vote ballot recount campaign governor speeches	government constitution laws executive legislative judicial represented enforces interprets court elected judges	patrol operated fee collected taxes property price citizen duty	mayor rally candidate convince register booth	right property protested debate donate ads carefully
Day 6	Day 7	Day 8	Day 9	Day 10
pollution study history protects tracks tacks	tips accident applauded laws allowed obeys unfair	rescue slavery war abolished symbol inventor modern support	consumer goods services producer resources provide harvest	buyer seller price market fibers machine mill
Day 11	Day 12	Day 13	Day 14	
economy manufacturing industries factories products tourists crops livestock	cost benefit special spare brand-new	spending saving bank island ridiculous envelope lot	glittered ripe pluck	

DUCK FOR PRESIDENT – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	
<p>Text: <i>Duck for President</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>	
<p>Text Complexity Analysis</p> <p>Quantitative Complexity Measures</p> <p>AD680L</p> <p>Qualitative Complexity Measures</p>	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Slightly Complex</p> <p>The text is chronological and the plot repeats itself as Duck campaigns for a position, gets elected, but then discovers he doesn't like the job. The illustrations support readers' understanding of the plot, and in some cases, like the vote tallies printed in the newspaper, are essential.</p>	<p>Moderately Complex</p> <p>Language is largely explicit and easy to understand. Vocabulary is mostly familiar, however some Tier 2 words, like <i>gentler</i>, <i>furious</i>, and <i>requirement</i>, may be unfamiliar to some readers. Sentences are primarily simple and compound.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Moderately Complex</p> <p>The text tells the story of Duck and his multiple political campaigns. Duck becomes discontent in a position, then seeks out a different position that he thinks will be more fun, only to discover that his new role is also hard work. The theme of "walking a mile in someone else's shoes" is conveyed with subtlety.</p>	<p>Very Complex</p> <p>The text assumes background knowledge related to elections and the responsibilities of various elected offices, which may be challenging for some readers, especially young ones who have not voted. Some cultural references, like kissing babies and playing the saxophone on late night television as part of a political campaign, may be unfamiliar to some readers.</p>

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.

LESSON OBJECTIVE(S) FOR THIS READING

Students will begin to understand basic features of government, including:

- there are leaders at different levels of government (e.g., governor, president);
- leaders in government are elected;
- leaders in government have specific responsibilities; and
- citizens in government have responsibilities (i.e., voting).

To achieve these understandings, students will:

- ask and answer questions about key details in the story to explain what Duck does during his campaigns and how he gets elected;
- describe the connections between events in the story, including Duck's campaigns and the election results;
- infer reasons why voters might or might not want to elect Duck; and
- identify the meaning of unknown words related to elections and government.

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.

- chores (embedded)
- election (explicit)
- vote (embedded)
- ballot (embedded)
- recount (embedded)
- campaign (explicit)
- governor (explicit)
- speeches (implicit)

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

Part 1

You are participating in the campaign for governor. First, choose whether you want to campaign for Duck or for Ms. Governor. Then, make a campaign poster. On the poster, use drawing and writing to convince people to vote for your candidate.

Part 2

Write an opinion piece explaining why people should vote for your candidate.

Your writing should:

- introduce your topic;
- state an opinion;
- supply reasons for why people should vote for your candidate;
- use details from the text to support your opinion;
- provide some sense of closure; and
- include correct capitalization and punctuation.

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





POSSIBLE STUDENT RESPONSE

The student draws two pictures, one of Duck mowing the lawn and another of Duck talking to people. Underneath the picture of Duck mowing the lawn, the student writes “works hard”. Under the picture of Duck talking with people, the student writes “meets people”. At the top of the poster the student writes “Vote Duck!”

The student writes: “There is an election. You should vote for Duck for governor. He always works hard, even if the job isn’t fun. He also talks to people. Vote Duck!”

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	<p><i>Teacher’s Script: “We are going to read a book about a duck that runs for president. This book is a narrative text, which means it is not a story about something that really happened. However, the author includes a lot of information that is true. This story will help us learn about how people become leaders in government. Later, we will read more texts that teach us about government.”</i></p> <p><i>Teacher’s Note: Before reading, create a KQL chart. Have children discuss what they already <u>know</u> about government and what <u>questions</u> they have. After reading the text, have students discuss what they <u>learned</u> about government. A sample KQL chart is shown in the Resource section below.</i></p>	
Page 6	How do you think the animals feel about their chores? Why do you think that?	I don’t think they like the chores. In the picture they look dirty and tired. I don’t like my chores at home, either.
Page 7	Duck asks “Why is Farmer Brown in charge, anyway?” What does the phrase “in charge” mean?	It means that you can tell other people what to do.
Page 10	Look at these two signs. (Point out the Vote Duck! sign on page 10 and the Farmer Brown Must Go! sign on page 8). What do the animals want? Why?	The animals don’t want Farmer Brown to make them do chores any more. They want Duck to be in charge. They think that Duck will be more kind and maybe he won’t make them do chores.

	<p>On the previous page Duck said, "What we need is an election!" What, then, do you think an election is?</p>  (This is an opportunity for a collaborative talk structure.)	<p>Maybe an election is when you decide who is in charge.</p>
Page 16	<p>What happened in the election?</p> <p>What do you predict could happen next?</p> 	<p>Each animal voted. More animals voted for Duck than for Farmer Brown. Duck is in charge now.</p> <p>I think Duck will be a good leader for the farm. He won't make the other animals do chores any more.</p>
Page 18	<p>The governor is the leader of a state. Our state is Tennessee. We have a governor. Why do you think Duck wants to be governor?</p> <p>How do you think he will become governor?</p>	<p>He wants to be governor because running a farm is hard work. He wants a new job.</p> <p>Maybe he will make signs, and people will vote for him to be governor, like the animals did when Duck wanted to be the leader of the farm.</p>
Page 20	<p>What does Duck do during his campaign? Why do you think he does these things?</p>	<p>He visits diners and goes to meetings and gives speeches. He talks with people. Maybe he does these things so he can tell people why they should make him governor.</p>
Page 24	<p>What happened in this election?</p> <p>What do you predict could happen next?</p> 	<p>Duck got more votes. He is governor now. Maybe he will like being governor this time.</p>
Page 30	<p>People and animals have voted for Duck to run the farm, to be governor, and now to be president. Why do you think they vote for him?</p> <p>If you were voting for governor or president, what kind of person, or duck, would you want to vote for?</p> 	<p>Maybe they like him. They like that he goes to diners and gives speeches, and that they see him on TV.</p> <p>I want to vote for someone who works hard. Duck worked hard on the farm.</p>

Page 34	What do you think Duck will do next? Why?	I think he will go back to the farm. He's tried being governor and president and he doesn't like it. Those jobs are hard work. Maybe working on a farm is easier.
After Reading	Have students discuss what they learned about government from the book <i>Duck for President</i> . Add student responses to the KQL chart you created at the beginning of the lesson.	

RESOURCE

Sample KQL Chart:

What do we already know about government?	What questions do we have about government?	What have we learned about government?
People work in government. The president works in the government. People vote for the president.	How do people vote? What other jobs are there in government?	There are different leaders in government, including a governor and president. People who want to be a leader in government campaign. People use ballots to vote. Sometimes votes are recounted.

HOW STATE GOVERNMENT IS SET UP – 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: “How State Government Is Set Up” (From TNHistoryforKids.org, available at: <http://www.tnhistoryforkids.org/civics/elementary/elementary/elem-four-how-state-government-is-set-up.2485848>)

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

700L-800L (based on Lexile analyzer)

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex
Information is presented sequentially. Section headings, like “Executive Branch”, help the reader understand the text’s organization. The example at the end of the text helps the reader understand how the three branches of government are connected. The text is online; the digital text structure, where readers scroll instead of turn pages, may be unfamiliar to some readers.

LANGUAGE FEATURES

Moderately Complex
Language is largely explicit and easy to understand. Some Tier 2 words, like *enforces* and *interprets*, may be unfamiliar to some readers. Some Tier 3 words, like *legislative* and *executive branch*, are important for understanding the text. Sentence structures are primarily simple and compound.

MEANING/PURPOSE

Slightly Complex
The purpose of the text is clear and explicitly stated. The purpose is to explain how the state government of Tennessee is set up.

KNOWLEDGE DEMANDS

Very Complex
The text assumes that the reader has some knowledge of the U.S. government’s structure and other concepts related to government, like constitutions and representative democracies. The text assumes that readers know the meaning of some content-specific words, like *governor* and *court*.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the state of Tennessee has its own government, that it is organized into three branches, and that each branch has special responsibilities.

To achieve this understanding, students will:

- ask and answer questions about key details in the text;
- retell part of the text with key details; and
- contrast the responsibilities of the different branches of government.

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.

- government (explicit)
- constitution (embedded)
- executive (embedded)
- legislative (embedded)
- judicial (embedded)
- represented (embedded)
- enforces (explicit)
- interprets (implicit)
- court (explicit)

The following words will be reinforced during this reading.

- governor

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

Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of "How State Government Is Set Up" and read the shared reading text, "How Government Words: A Look at State and Local Governments."

A writer for TN History for Kids has asked you to draw a picture for their website that shows the three branches of government in Tennessee. Use labels and writing to help explain your picture. When you finish drawing, explain your picture to a partner.

Be sure to:

- describe the three branches of Tennessee's government with relevant detail;
- express your ideas clearly;
- use your drawing to clarify your ideas; and
- speak in complete sentences.



POSSIBLE STUDENT RESPONSE

A student draws three circles. For each circle, the student copies the labels legislative, executive, and judicial. In the “legislative” circle, the student draws people with speech bubbles saying “more books for libraries”. The student writes “makes laws” under the people. In the “executive” circle, the student draws a person with a speech bubble that says “here is money”. The student labels this person “governor”. Last, in the “judicial” circle, the student draws a picture of a person saying “they broke the law”. Under this person, the student writes the label “judge”.

To a partner, the student explains: “Our government has three parts. First there are people who make laws. Second, there is a governor. The governor enforces the laws. Third, there are judges. Judges decide if someone breaks the law. People could make a law that says we need more libraries. So the governor would give libraries more money. But maybe somebody took the money from the libraries, so the judge would say they broke the law.”

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	<p><i>Teacher’s Script: “We’re going to read a text that explains how the government in our state is set up. This text is a digital text. That means it’s located on the Internet, not in a book. As we read, we’re going to think about the different parts of government and the special jobs they have.”</i></p> <p><i>Teacher’s Note: If the technology is available, read this text to students from a computer, or from a projector connected to a computer, to model how to read digital texts.</i></p>	
Begin reading at “Tennessee’s system of government is spelled out...”	<p>What do these first few sentences tell us about the way our state government is organized? (<i>Scaffolding questions – How many branches of government does our state have? What are they called?</i>)</p> <p>(<i>The teacher may need to explain that “branch” in this context means “part”.</i>)</p>	Our government has three parts. They are called legislative, executive, and judicial.

The Legislative Branch	What is the job of the legislative branch?	It makes the laws.
The Executive Branch	What is the job of the executive branch? Who is in charge of the executive branch?	It enforces the laws. The governor is in charge of the executive branch.
The Judicial Branch	What is the job of the judicial branch?	It decides what the laws mean when people disagree on the law.
How Does it All Work?	<p>The author of this text gives us an example of how the three branches of our state government work together. Retell this example to a partner. Be sure to explain what each branch of government does.</p>  (This is an opportunity for a collaborative talk structure.)	Someone wants to make a new law that gives libraries more money. That person is in the legislative branch. The governor enforces the law and gives libraries money. But someone complains that they aren't getting the money they are supposed to, so they ask the judicial branch to help.
After Reading	<p>Do all three branches of government have the same job? How are their jobs different?</p>  <p><i>Teacher's Note: Suggested resources are listed below to support students' understanding of the interdependent relationship between the three branches of government.</i></p>	Each branch of government has a different job. One branch makes the laws. Another branch enforces the laws. Another branch says what the laws mean when people disagree about them.

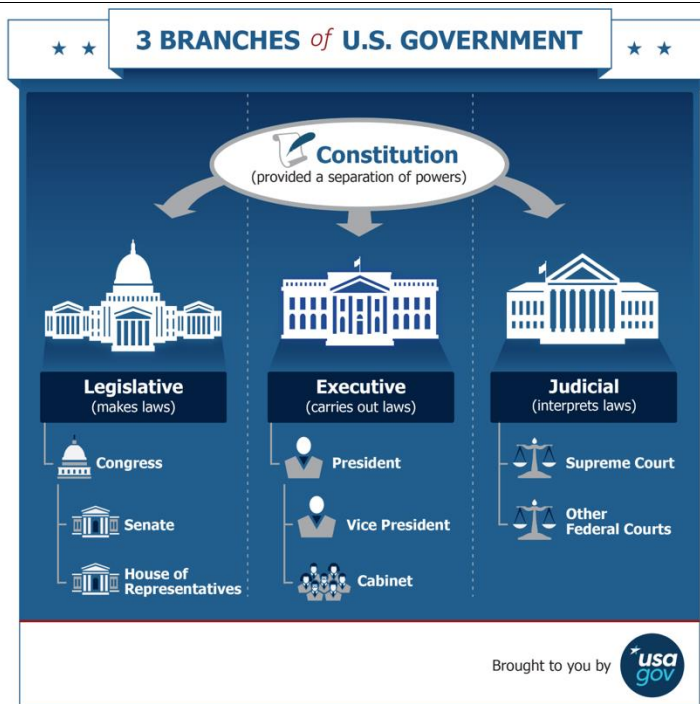
RESOURCE

This video is titled *Three Branches of Government* and is made by School House Rock. It briefly explains the roles of each branch: <https://www.youtube.com/watch?v=-EISWIY9bG8>

Information about Tennessee's state government can be found on the Secretary of State's website. This information is not necessarily written for children, but some of the text and graphics may support students' understanding:

- Executive Branch - <https://sos.tn.gov/products/civics/executive-branch>
- Legislative Branch - <https://sos.tn.gov/products/civics/legislative-branch>
- Judicial Branch - <https://sos.tn.gov/products/civics/judicial-branch>

Teachers may want to create a poster or anchor chart that illustrates the three branches of government. A sample is shown below. This infographic explains the branches of federal government, however teachers could adapt this example for state government (retrieved from <https://www.usa.gov/branches-of-government>).



HOW GOVERNMENT WORKS: A LOOK AT STATE AND LOCAL GOVERNMENT – READING 1, QUESTION SEQUENCE 1, DAILY TASK 2

TEXT

Text: “How Government Works: A Look at State and Local Government” (From NewsELA.org, available at: <https://newsela.com/read/elem-govt-state-local/id/30012/>. Educators will need to create a no-cost account to access the article.)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

340L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex
Information is sequentially organized and connections between ideas are clear. Section headings, like “State Governors”, help organize information.

LANGUAGE FEATURES

Moderately Complex
Language is largely explicit and literal. Some Tier 2 words, like *effect* and *daily*, may be unfamiliar to some readers. The text also includes several content-specific words, like *government*, *constitution*, and *federal*. The text contains mainly simple sentences.

MEANING/PURPOSE

Slightly Complex
The purpose of the text is to explain how state and local governments work, which is explicitly stated in the title.

KNOWLEDGE DEMANDS

Moderately Complex
While the text seeks to explain concepts of government, such as the three levels of government, the text is packed with information. Readers with limited background knowledge of government may need to read the text more than once to comprehend the breadth of new information.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that states have their own governments, that state governments are organized into three branches, and that each branch has special responsibilities.

To achieve this understanding, students will:

- ask and answer questions about key details in the text;
- distinguish between information provided by graphics and information provided by the words in the text;
- identify similarities between two texts about state government; and
- make inferences about the interdependent relationship between the three branches of government.

VOCABULARY WORDS

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

- elected (explicit)
- judges (explicit)

The following words will be reinforced during this reading:

- government
- laws
- constitution
- court

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of "How State Government Is Set Up" and read the shared reading text, "How Government Words: A Look at State and Local Governments."

A writer for TN History for Kids has asked you to draw a picture for their website that shows the three branches of government in Tennessee. Use labels and writing to help explain your picture. When you finish drawing, explain your picture to a partner.

Be sure to:




- describe the three branches of Tennessee's government with relevant detail;
- express your ideas clearly;
- use your drawing to clarify your ideas; and
- speak in complete sentences.

POSSIBLE STUDENT RESPONSE

A student draws three circles. For each circle, the student copies the labels legislative, executive, and judicial. In the “legislative” circle, the student draws people with speech bubbles saying “more books for libraries”. The student writes “makes laws” under the people. In the “executive” circle, the student draws a person with a speech bubble that says “here is money”. The student labels this person “governor”. Last, in the “judicial” circle, the student draws a picture of a person saying “they broke the law”. Under this person, the student writes the label “judge”.

To a partner, the student explains: “Our government has three parts. First there are people who make laws. Second, there is a governor. The governor enforces the laws. Third, there are judges. Judges decide if someone breaks the law. People could make a law that says we need more libraries. So the governor would give libraries more money. But maybe somebody took the money from the libraries, so the judge would say they broke the law.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher’s Note: Students should read the first four sections of this text. Students do <u>not</u> need to read the sections of the article titled “County and Township Governments” and “Special District and Municipality Governments”.</i></p> <p><i>Teacher’s Script: “This text will help us learn more about how our state government is set up.”</i></p>	
First two paragraphs	<p>The author says, “The United States has different levels of government.” What does that mean?</p> <p>What parts of the text help us understand the three levels of government? (<i>Be sure students have access to the infographic titled “There are three levels of government in the U.S.”</i>)</p> <p>Why are governments important?</p>	<p>It means there are three kinds of government. There is the government that runs the whole country. Then there are state and local governments.</p> <p>The words say there is a national government and that there are also state and local governments. There is a picture that shows the different governments. It has labels and captions.</p> <p>The text says they have a big effect on people’s lives.</p>
State Constitutions	<p>This section has the heading “State Constitutions”. I remember hearing the word “constitution” in the text we just read from TN History for Kids. What is a state constitution?</p>	<p>It explains what the state government does and how to pay for it.</p>

	<p>Why do you think states have constitutions?</p>  (This is an opportunity for a collaborative talk structure.)	<p>Maybe because the people in a state need to know what the government will do. If it's not written down, people may be confused about what the state is supposed to do.</p>
State Governors	<p>This section is titled "State Governors". What information from this section did we already know? (Where did we learn that information?)</p> <p>What new information did we learn about governors?</p> 	<p>We know that governors lead a state. We also know that governors are elected. We learned about governors in <i>Duck for President</i> and from the TN History for Kids article.</p> <p>We learned that all states have governors and that most serve for four years. We also learned that states can decide what power the governor has.</p>
State Legislatures and Courts	<p>The text says that the legislature is a "lawmaking group". What does that mean? How does someone become a lawmaker?</p> <p><i>(Students may need an explanation that when this author says "the courts", they mean the judicial branch.)</i></p> <p>What does this author teach us about the courts?</p>	<p>It means that the people in the legislature are the ones who make the laws. People vote. Lawmakers are elected.</p> <p>People who work in the court are called judges. They decide if someone has broken a law.</p>
After Reading	<p>We read two texts about state government. How are they similar? How are they different?</p> <p>What do you think would happen if one of the three branches of government stopped doing its job?</p>  <p>Teacher Script: <i>"This discussion makes me think that all three branches of government are important. Each branch of government depends on the other two so it can do its job."</i></p>	<p>They both talk about the three parts of government. Some of the information was the same, like that the governor is in charge of the state. Other information was different. The TN History for Kids text said that judges decide what a law means when people disagree. This text said that judges decide if someone has broken the law.</p> <p>It would be hard for the government to do its job. If the legislative branch didn't make any laws, there wouldn't be any laws to enforce or interpret. Or, if there weren't a judicial branch, no one would know what to do if there was a disagreement about the law.</p>

RESOURCE

The Tennessee State Library and Archives has a digital copy of Tennessee's original state constitution, which can be found here:

<http://cdm15138.contentdm.oclc.org/cdm/compoundobject/collection/tfd/id/421/rec/7>

This video, produced by Tennessee's secretary of state and state librarian, explains the history of Tennessee's state capitol building. The video may be too advanced for most first graders; however, students may enjoy seeing images of our capitol building. The video is available here:

<https://sos.tn.gov/products/state-capitol>

This video, made by Brain Pop Jr., explains the three branches of government. Brain Pop requires an account to access the video. The video is available here:

<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>

WHAT DOES GOVERNMENT DO? WHERE DOES GOVERNMENT GET ITS MONEY? BEING A GOOD CITIZEN – READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT
<p>Text: Students will listen to three selections from TNHistoryforKids.org: “What Does Government Do?”, “Where Does Government Get its Money?”, and “Being a Good Citizen” (All three selections are available at: http://www.tnhistoryforkids.org/civics/elementary/)</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
<p>“What Does Government Do?” 600L-700L, “Where Does Government Get its Money?” 500L-600L, and “Being a Good Citizen” 700L-800L (based on Lexile analyzer)</p>	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Moderately Complex</p> <p>Information is presented sequentially. The author includes examples that support readers in making connections between ideas. The text is online; the digital text structure, where readers scroll instead of turn pages, may be unfamiliar to some readers.</p>	<p>Moderately Complex</p> <p>Language is largely explicit and easy to understand. Some Tier 2 words, like <i>patrol</i> and <i>operate</i>, may be unfamiliar to some readers. Sentence structures are primarily simple and compound.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Slightly Complex</p> <p>The purpose of each text is clear and explicitly stated.</p>	<p>Moderately Complex</p> <p>This selection of texts assumes that the reader has some knowledge about state government and other civic structures, like voting. The author uses examples that are familiar to most readers, like buying candy or going to the library.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that both leaders and citizens have responsibilities in state government.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to the specific responsibilities of government and citizens;
- retell examples from the texts to help explain the responsibilities of leaders and citizens; and
- make connections between sections about how government leaders and citizens depend on one another.

VOCABULARY WORDS

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

- patrol (implicit)
- operated (embedded)
- fee (embedded)
- collected (explicit)
- taxes (explicit)
- property (implicit)
- price (implicit)
- citizen (explicit)
- duty (embedded)

The following words will be reinforced during this reading:

- government
- vote
- law

DAILY TASK

A writer for TN History for Kids has asked your class to create a chart for their website showing how both leaders and citizens have responsibilities in state government. As a class, we will make a chart with two columns that share the responsibilities of both government leaders and citizens. You will contribute your learning on two sticky notes. On one sticky note, draw and write about the responsibilities of government leaders. On the other sticky note, draw and write about the responsibilities of citizens. Put your sticky notes in the appropriate columns on the class chart.

Your writing should:

- supply some facts from the texts;
- use vocabulary from the texts; and
- include correct capitalization and punctuation.



Teacher's Note: Prior to giving the directions for this daily task, make a class chart with two columns. The heading for one column should say "Responsibilities of Government Leaders" and the heading for the other

should say “Responsibilities of Citizens”. Students will independently complete and contribute their sticky notes for the class chart.

POSSIBLE STUDENT RESPONSE

On one sticky note, a student writes: “Government makes roads. It pays police officers and teachers.” On another sticky note, the student writes: “Citizens pay taxes. We follow laws. We should vote too. It is important to be a good citizen.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Before reading this selection of texts, the teacher may want to ask students to brainstorm what they think the responsibilities of government leaders and citizens are. Then, after reading students can return to this list and reflect on their learning. A sample chart showing potential student responses is included in the Resource section below.</i></p> <p><i>Teacher’s Script: “We’re going to read three different texts from TN History for Kids. These texts will help us understand some of the responsibilities that leaders in government have. It will also help us understand some of the responsibilities that citizens have. As we read, we’ll think about how leaders in government and citizens depend on one another.”</i></p>	
<p><i>What Does Government Do?</i></p> <p>Read “If you go to a public school...” through “...You guessed it. The government.”</p>	What are some of the responsibilities of our state government?	<p>The government owns the public schools and pays teachers. It runs the libraries. Police officers work for the government. It checks the gas stations and the quality of our water. It built the football stadium at the University of Tennessee and runs parks. It also paves the roads.</p>

<p><i>What Does Government Do?</i></p> <p>Read “This hasn’t always been the case...” through the end of the text on the webpage</p>	<p>Have the responsibilities of our state government changed? How do we know?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Yes, the author says that, in the past, the government didn’t do some of the things it does now. Before, there weren’t enough schools for all kids to attend. Also roads were owned by people, and you had to pay a toll to use them. There aren’t any toll roads in Tennessee now. In the past there weren’t many libraries. Now the government builds libraries.</p>
<p><i>Where Does Government Get its Money?</i></p>	<p>What are taxes?</p> <p>Who pays taxes? What kinds of taxes do we pay?</p> <p>What does the government do with the tax money we pay?</p>	<p>Taxes are the money we pay to government.</p> <p>Everyone has to pay taxes. Even kids pay taxes. When we buy something, like candy, we pay a little extra. That’s called a sales tax.</p> <p>Taxes pay for the government. Taxes pay for police officers, roads, and fire trucks.</p>
<p><i>Being a Good Citizen</i></p> <p>Read from the beginning through “...thank the people who are good citizens for our freedom.”</p>	<p>The author writes this question as the heading of this section: “What does it mean to be ‘a good citizen?’” What answer does the author give to this question?</p>	<p>The author says that a good citizen is someone who helps others and does something good for the community or state. A good citizen does what the government needs.</p>
<p><i>Being a Good Citizen</i></p> <p>Read the rest of the text on this webpage</p>	<p>What are some of the specific things a good citizen does?</p> <p><i>Teacher’s Note: Students will learn more about the traits of good citizens through other texts in this unit.</i></p>	<p>Good citizens stay informed about things that happen in our state and to vote. Good citizens pay taxes. They help others and obey the laws.</p>
<p>After Reading</p>	<p>What would happen if the government didn’t do its responsibilities? What would happen if citizens didn’t do their responsibilities?</p> <p></p> <p>Teacher Script: “<i>This discussion makes me</i></p>	<p>If the government didn’t do its job, we wouldn’t have roads or schools. People, like teachers and police officers, wouldn’t get paid. It would be hard if the government didn’t do these things. People might have to do things on their own. If citizens didn’t follow laws then our state</p>

	<p><i>think that leaders in government and citizens depend on one another. Citizens help the government by doing things like voting and following laws. The government helps citizens by building roads, libraries, and schools. The government needs citizens, and citizens need the government."</i></p>	<p>would be dangerous. If we didn't vote then the government wouldn't have leaders.</p>
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RESOURCE

Sample student chart:

	<p>what do leaders in government do?</p> <p>make laws give speeches say when someone breaks a law pave roads build schools pay police officers runs the post office checks gas stations</p>	<p>what do citizens do?</p> <p>vote don't break laws pay taxes be informed so you can vote jury duty</p>
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Before Reading (written vertically on the left side of the chart)

After Reading (written vertically on the left side of the chart)

A green arrow points from "be informed so you can vote" to "vote".

This video, titled "Purpose of Government" by Homeschool Pop, explains that the purpose of government is to keep people safe and help them work together. It gives examples of laws and different government responsibilities. The video can be found here: <https://www.youtube.com/watch?v=S2bxkt3Nbpbk>

VOTE! – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: *Vote!*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

420L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Very Complex

This text includes multiple storylines and sources of information. The author explains information about voting in the style of a non-fiction text. At the same time, a narrative graphic novel-type story about a woman running for mayor is told through dialogue. The narrative story is told through a variety of perspectives, including the mayoral candidate, her daughter, and their dogs. Readers will have to pay attention to who is telling the story in order to comprehend the text's information. At over forty pages, this text is dense with interesting information about voting.

LANGUAGE FEATURES

Moderately Complex

Language is largely explicit and easy to understand. Some Tier 2 vocabulary, like *enormous*, *unfair*, and *announced*, may be unfamiliar to some readers. Sentences are primarily simple and compound.

MEANING/PURPOSE

Slightly Complex

The purpose of the text is to share information about voting. This purpose is communicated explicitly and early on.

KNOWLEDGE DEMANDS

Moderately Complex

The text includes information about the history of voting and assumes that readers are familiar with topics like the Constitution.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that citizens elect leaders in government by voting.

To achieve this understanding, students will:

- ask and answer questions about key details in the text that explain what voting is and the various components of elections;
- distinguish between information provided by pictures and information provided by words; and
- identify how the text's illustrations and dialogue contribute to and clarify its purpose.

VOCABULARY WORDS

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

- mayor (explicit)
- rally (implicit)
- candidate (explicit)
- convince (embedded)
- register (explicit)
- booth (embedded)

The following words will be reinforced during this reading:

- vote
- elected
- election
- recount
- ballot

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the first interactive read aloud of "Vote!" and read the shared reading text, "First Grade Chooses a Snack."

Part 1

Eileen Christelow, the author of *Vote!*, wants children to understand what voting is. She wants your class to learn more about voting by having your own vote, just like the students in Ms. Herrera's class did when they chose a snack. Your class needs to work together to:

- choose a topic for your vote;
- create ballots for the vote;
- make sure everyone in the class registers to vote;
- decide where the "voting booth" in your classroom will be;
- make sure all students vote using a ballot;
- count the votes;
- determine the winner of the vote, and;
- if the vote is close, conduct a recount.

Part 2

Now that you have experienced the voting process, write an explanatory piece about voting.

Your writing should:


- introduce your topic;
- supply some facts about what voting is and what happens during a vote;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.


POSSIBLE STUDENT RESPONSE

First graders in one classroom decide to vote on which animal makes the best pet – dogs or cats. Through interactive writing, students create a sample ballot. Then, each student copies the ballot onto a piece of paper. One student inspects the ballots to make sure they all have the information they need. Students register to vote by writing their name and age on a piece of paper. Each student records their vote on a ballot. To cast their vote, each student goes to a corner of the classroom that the class has labeled “voting booth”. Students count the votes together. Fourteen students voted for dogs and six students voted for cats. Using individual white boards, each student writes a sentence explaining the outcome of the vote. Students’ responses include “Dogs win the vote!” and “Dogs have 14 votes. Cats have 6 votes. Dogs win.”

After the vote, students write about voting. One student writes: “Voting is a way to choose. You can vote for different things like a snack or your favorite pet. People vote with ballots. Then you count the ballots. Whatever has the most votes wins.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Read only pages 4-10, 16-17, and 31-42. Teachers will read the remaining sections during the second read of this text.</i></p> <p><i>Teacher’s Script: “We read in TN History for Kids that one responsibility citizens have is to vote. In this text, we’ll learn more about voting.”</i></p>	
Page 7	What are the characters in this story voting on? How do you know?	They are voting for mayor. In the illustration, Chris Smith says that she hopes people will vote for her. People are holding signs for Chris Smith, but others are holding signs for Bill Brown. He must be the other person who wants to be mayor.

Page 8	Elmer the dog explains to Sparky the dog how the Smith family voted to choose him as a pet. Sparky says the family could have flipped a coin, but Elmer says that's not fair. Why?	Elmer says that voting is the way to find out what the most people want. In the family, two people wanted him and only one wanted the poodle. It would have been unfair to get the poodle if only one person wanted it.
Page 17	The sign in this illustration says "Voter Registration Here". What does that mean? Where else have we read about registering to vote (<i>show pages 11-12 of Duck for President as a review if students don't make this connection</i>)?	If you want to vote you have to register. People write down their name, age, and address. In <i>Duck for President</i> , the farm animals had to register to vote in the farm election.
Page 31	The text tells us about different ways that people can vote. What are some of these ways? In the story, this character has to sign her name before she can vote. Why does she have to do that? How do you know? Why is it important for each person to only vote once?  (This is an opportunity for a collaborative talk structure.)	You can vote in a voting booth. Some places let people vote by mail or over the Internet. The person has to sign her name to check if she's registered to vote and to make sure she only votes once. The dog is talking on this page and explains it. Elections should be fair. If one person is able to vote more than others, it's not fair.
Page 32	How do people vote?	People use electronic voting machines or paper ballots.
Page 37	What is a recount? Why do recounts happen?	A recount is when the votes are counted a second time. It happens when an election is close. Recounts probably help make sure the right candidate won. Maybe the first time the votes were counted there was a mistake.
Page 39	How did the characters in this story find out that Chris Smith won the election? How do you know?	A person is telling a crowd of people the results of the recount. Other people are reading it in a newspaper. The headline says "Smith Wins!".

After Reading	<p>How did Eileen Christelow, who was both the author and the illustrator of this text, explain information?</p> <p>Did having the author tell you information in words and through the story of Chris Smith help you understand this text? Why or why not?</p> 	<p>Sometimes information was told through words. Other times it was told through the illustrations and the things the characters were saying in their speech bubbles.</p> <p>Yes, I like that the author used both words and pictures to tell the story. For example, when the author talked about the recount, it helped to see Chris Smith say that the recount would help make sure the election was fair.</p>
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FIRST GRADE CHOOSES A SNACK – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: “First Grade Chooses a Snack” (From ReadWorks.org, available at: <https://www.readworks.org/article/First-Grade-Chooses-a-Snack/28bb433e-581e-4bd6-8e55-537663a6a03b#!articleTab:content/>. Educators will need to create a no-cost account to access the article.)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

430L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex
The text is clear, sequential, and easy to predict. There are no graphics or text features. The story is told partially through dialogue; however, there is only one speaker.

LANGUAGE FEATURES

Slightly Complex
The vocabulary in this text is conversational and familiar, and the sentence structure is simple.

MEANING/PURPOSE

Slightly Complex
The story is about a first grade class that chooses a snack by voting. This level of meaning is obvious and explained early in the text.

KNOWLEDGE DEMANDS

Slightly Complex
The experience of choosing a snack is likely to be familiar to most readers. There are no references to other texts or cultural elements.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that groups of people can make decisions by voting.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to how Ms. Herrera’s class conducts their vote;
- make connections to other texts about voting; and
- identify information that is explained through dialogue.

VOCABULARY WORDS

No new vocabulary words will be introduced through this text.

The following words will be reinforced during this reading.

- vote

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the first interactive read aloud of "Vote!" and read the shared reading text, "First Grade Chooses a Snack."

Part 1

Eileen Christelow, the author of *Vote!*, wants children to understand what voting is. She wants your class to learn more about voting by having your own vote, just like the students in Ms. Herrera's class did when they chose a snack. Your class needs to work together to:

- choose a topic for your vote;
- create ballots for the vote;
- make sure everyone in the class registers to vote;
- decide where the "voting booth" in your classroom will be;
- make sure all students vote using a ballot;
- count the votes;
- determine the winner of the vote; and
- if the vote is close, conduct a recount.

Part 2

Now that you have experienced the voting process, write an explanatory piece about voting.

Your writing should:


- introduce your topic;
- supply some facts about what voting is and what happens during a vote;
- use evidence and vocabulary from the texts; and
- provide some sense of closure.

POSSIBLE STUDENT RESPONSE

First graders in one classroom decide to vote on which animal makes the best pet – dogs or cats. Through interactive writing, students create a sample ballot. Then, each student copies the ballot onto a piece of paper. One student inspects the ballots to make sure they all have the information they need. Students register to vote by writing their name and age on a piece of paper. Each student records their vote on a ballot. To cast their vote, each student goes to a corner of the classroom that the class has labeled "voting booth". Students count the votes together. Fourteen students voted for dogs and six students voted for cats. Using individual white boards, each student writes a sentence explaining the outcome of the vote. Students' responses include "Dogs win the vote!" and "Dogs have 14 votes. Cats have 6 votes. Dogs win."

After the vote, students write about voting. One student writes: "Voting is a way to choose. You can vote

for different things like a snack or your favorite pet. People vote with ballots. Then you count the ballots. Whatever has the most votes wins.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Students might read the text once or twice before asking comprehension questions.</i></p> <p><i>Teacher’s Script: “Earlier, we read parts of the book Vote! and learned more about how voting works. This text is about a class that has a vote. As we read, we’ll think about some of the important things that happen in a vote. Then, we’ll have a class vote of our own!”</i></p>	
After Reading	<p>What did Ms. Herrera’s class vote on?</p> <p>How did the class vote?</p> <p>How else could they have voted?</p> <p>How do we know the results of the class’ vote?</p> <p>The author uses dialogue, or what Ms. Herrera says to her class, to share the events of the text. What other information do we learn through Ms. Herrera’s dialogue? What information do we learn straight from the author, which is <u>not</u> told through dialogue?</p> <p>Why do you think Ms. Herrera had students vote on a snack?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>They voted on which special snack they wanted to eat. They could choose either apples or bananas.</p> <p>They voted by raising their hands.</p> <p>They could have voted with ballots instead.</p> <p>Ms. Herrera says it. She says “Tomorrow our special snack will be apple slices!”</p> <p>We learn what the class is voting on. Ms. Herrera tells the students to raise their hands for apple slices or bananas. We learn the results of the vote. The author says that Ms. Herrera counted nine hands for apples and six hands for bananas.</p> <p>Maybe because she wanted students to choose a snack in a way that was fair. If she had decided on the snack, maybe she would have picked a fruit that most students didn’t like.</p>
	<p><i>Teacher Note: Before completing the daily task, students might be shown one or more of the video clips listed in the Resource section below to reinforce students’ understanding of voting and its procedures.</i></p>	

RESOURCE

This video clip, from Sesame Street, explains basic concepts of voting as Big Bird observes his friends voting: <https://www.youtube.com/watch?v=LRw4iuq498Y>

This video, by PBS Kids, defines voting and gives an example using the TV show "Nature Cat":
<https://www.youtube.com/watch?v=S6oFLipB6g8>

VOTE! – READING 2, QUESTION SEQUENCE 2, DAILY TASK 5**TEXT**

Text: Vote! (Read pages 10-30, and 39-41 only.)

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understandings that citizens elect leaders in government by voting and that voting is an important responsibility for citizens.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to why people;
- describe connections between events, including the information citizens learn about candidates and their decisions for voting; and
- identify reasons the author provides for why voting is important.

VOCABULARY WORDS

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

- right (explicit)
- property (implicit)
- protested (explicit)
- debate (explicit)
- donate (implicit)
- ads (explicit)

The following words will be reinforced during this reading:

- election
- rally
- speeches
- candidates
- campaign
- taxes
- vote

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the second interactive read aloud of "Vote!" and read the shared reading poem, "Voting."

Chris Smith has asked you to work on her campaign for mayor. She wants you to create a poster that explains why it's important for citizens to vote. She also wants you to explain the responsibilities voters have. Use drawing and writing to create your poster.




Your writing should:


- introduce your topic;
- supply some reasons for why voting is important;
- explain some of the responsibilities voter have;
- use evidence and vocabulary from the texts; and
- provide some sense of closure.

POSSIBLE STUDENT RESPONSE

A student draws a picture of a school and a football stadium, with a caption "Schools or stadium? You have to vote!" Below, the student writes: "Get out and vote! Voting is important because that's how citizens elect their leaders. You need to register to vote. You also need to learn about the candidates so you can vote for one you think is best. You should vote for someone who will make your community a better place."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Opening Script: "We're going to read parts of this text again. This time as we read, we'll think more about why voting is important."</i>	
Page 12	Why do some people choose not to vote? Does the author believe this? How do you know?	Some people think that their one vote won't make a difference. The author doesn't think so. The author says that sometimes elections are decided by just a few votes. The dogs say that if you don't vote then you're letting everybody else decide for you.
Page 15	Has everyone always been able to vote if they wanted to? Why do you think people who weren't allowed to vote protested?	No. In the beginning, only white men who owned property could vote. Women couldn't vote. It wasn't fair that only certain people could make choices. People wanted things to be fair.

	 (This is an opportunity for a collaborative talk structure.)	
Page 19	The author says “Before you vote, you’ll need to find out about the different candidates.” Why do you think it’s important for voters to learn about the different candidates?	People need to know about the different candidates so they can choose based on what they found out.
Page 20	How are Chris Smith and Bill Brown different? Why would different people want to vote for each candidate? 	Chris Smith wants to build schools, and Bill Brown wants to build a stadium. Maybe teachers would want to vote for Chris Smith, and maybe people who like watching sports would vote for Bill Brown.
Page 27	These last few pages have shared new information about how citizens can be a part of an election. What are these ways? Do you think that all citizens have a responsibility to volunteer or donate money to a campaign? Why or why not?	Citizens can volunteer to help a campaign. They can call people or send mail. Or, they can give a donation of money to help pay for a campaign. No. I’d rather spend my money somewhere else. I guess people should only volunteer or give money if they really want a candidate to win.
Page 29	Why does Chris Smith not like the ad that Bill Brown played on TV? What responsibility do voters have when they see ads on TV? The dogs on this page talk about taxes. Where else have we read about taxes? What are taxes, and why are the dogs talking about taxes? 	Chris Smith doesn’t like it because Bill Brown says that she wants to spend money, but he doesn’t say that the money will go to schools. Also, he doesn’t say that he also wants to spend money for a stadium. People think the ad isn’t honest. Voters should watch the ads carefully and figure out which ones are honest. They shouldn’t believe something that’s not true. We read about taxes on the TN History for Kids website. Taxes are the money citizens have to pay to the government. Taxes pay for things like schools and roads. The dogs are talking about taxes because Chris Smith wants to spend tax money on schools, but Bill Brown wants to spend it on a stadium. Voters will have to decide how they want their tax money to be spent.

Page 39	<p>A character on this page says he is going to write a letter to Chris Smith. Why does he want to write her a letter? Is this something a good citizen would do? Why or why not? What should Chris Smith do when she gets the letter?</p> 	<p>He wants to write her a letter to tell her why the town needs a stadium. Yes, he is being a good citizen because citizens should tell leaders what they want. Chris Smith might do her job better if she knew what the citizens wanted. The text says that Chris Smith needs to listen to all voters, even the people who didn't vote for her. When she gets the letter, she should take it seriously and see if there is a way to get schools and a stadium.</p>
After Reading	<p>This text explains some of the responsibilities voters have. What are those responsibilities?</p>	<p>Voters need to register to vote and go to their polling place. They need to learn about the candidates. They need to be careful because some ads about candidates may not be fully honest. Some voters might also choose to volunteer or donate to a candidate.</p>

VOTING – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: “Voting” (A copy of the poem is provided after the question sequence.)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Non-prose

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The poem is mostly sequential. The three stanzas integrate information about what voting is like – you get a ballot, step in a booth, etc. – and why it is important – it’s a way of making your voice heard. Readers will need to understand both of these meanings to comprehend the poem.

LANGUAGE FEATURES

Moderately Complex

The vocabulary in the poem is primarily familiar, with some content-specific words related to voting, like *ballot*. There are some phrases, like “done your duty” and “made your voice heard”, that may be unfamiliar to some readers.

MEANING/PURPOSE

Moderately Complex

The theme of the poem is that voting is important. The theme is somewhat subtle and revealed in the final stanza.

KNOWLEDGE DEMANDS

Moderately Complex

The poem assumes some background knowledge about voting and why it’s important.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understandings that citizens elect leaders in government by voting and that voting is an important responsibility for citizens.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to voting;
- identify the language the author uses to convey the importance of voting; and
- identify the meaning of unknown words and phrases.

VOCABULARY WORDS

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

- carefully (embedded)

The following words will be reinforced during this reading:

- ballot
- booth
- vote
- duty

DAILY TASK

This daily task should be completed after students have listened to the second interactive read aloud of "Vote!" and read the shared reading poem, "Voting."

Chris Smith has asked you to work on her campaign for mayor. She wants you to create a poster that explains why it's important for citizens to vote. She also wants you to explain the responsibilities voters have. Use drawing and writing to create your poster.


Your writing should:

- introduce your topic;
- supply some reasons for why voting is important;
- explain some of the responsibilities voters have;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE

A student draws a picture of a school and a football stadium, with a caption "Schools or stadium? You have to vote!" Below, the student writes: "Get out and vote! Voting is important because that's how citizens elect their leaders. You need to register to vote. You also need to learn about the candidates so you can vote for the right one. You should vote for someone who will make your community a better place."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We're going to read one final text about voting. This text is a poem. As we read, we'll think about why the author says certain things, and why she might think voting is important."</i>	

First Stanza	Why does the author say “think carefully”?	The author is talking about voting. People should think carefully about their vote. They should think about the differences between candidates and vote for the leader who is best for their community or state.
Second Stanza	<p>The author talks about “an important job”. What kinds of jobs is she talking about?</p> <p>Why do you think the author says these are important jobs?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>She is talking about leaders in government, like mayors, governors, and the president.</p> <p>These are important jobs because people in government make decisions that affect people. Leaders in government decide how to spend citizen’s tax money. They also have to make and enforce laws.</p>
Third Stanza	<p>The author says “you have done your duty”. What “duty” is she talking about?</p> <p>The author says that by voting “you have made your voice heard”. What does that mean?</p>	<p>A duty is a responsibility. The author is saying that if you vote you are doing your responsibility as a citizen.</p> <p>It means that voting is a way of telling people what you want. You vote for the candidate that will do the things you think are important, like build schools.</p>
After Reading	Does the author of this poem think voting is important? How do you know?	Yes. The author tells the reader to think carefully about their vote and that voting is doing your duty. The author also says that the job leaders in government do is important.

"Voting" by Diane Mayr

Step in a line.
Someone hands you a ballot.
Then you'll head into a booth.
Pull a curtain.
Think carefully.
Make a choice.

Vote for a man or woman
To do a job –
An important job.
To run your town,
Or your state,
Or your country.

Turn in your ballot.
Your vote will be counted,
A winner will be named.
You have done your duty,
Made your voice heard,
A citizen voting on Election Day.

"Voting" by Diane Mayr; copyright © 2015 by Diane Mayr; from *The Poetry Friday Anthology for Celebrations* by Sylvia Vardell and Janet Wong (Pomelo Books). Reprinted with permission.

BEING A GOOD CITIZEN: A BOOK ABOUT CITIZENSHIP – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT

Text: *Being a Good Citizen: A Book About Citizenship*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

650L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex
The structure is clear and sequential. Each page shares an example of what good citizens do. This pattern repeats, making the text easy to predict.

LANGUAGE FEATURES

Moderately Complex
The language is largely explicit and easy to understand, with some examples of more complex meaning, such as the phrases “speaks out”. Some Tier 2 words, like pollution, officials, and weak, may be unfamiliar to some readers. The text has primarily simple and compound sentences.

MEANING/PURPOSE

Slightly Complex
The theme of the text is examples of good citizenship. This theme is clearly stated and revealed early in the text.

KNOWLEDGE DEMANDS

Moderately Complex
Most of the examples of good citizenship portray every day experiences. Some examples require some background knowledge or inferring like the examples around voting and learning American history.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that good citizens help their communities, respect others, and participate in decision making.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to examples of good citizenship;
- infer why certain actions model good citizenship; and
- retell key details from the text and demonstrate understanding of the text's central message.

VOCABULARY WORDS

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

- pollution (embedded)
- study (embedded)
- history (explicit)
- protects (explicit)

The following words will be reinforced during this reading.

- citizen
- voting
- election

DAILY TASK

*Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of *Being a Good Citizen* and read the shared reading text, *If Everybody Did*.*

The governor of Tennessee wants everyone to be a good citizen. He wants your class to explain what being a good citizen means and why it's important. He has asked your class to make brochures that he can share with Tennesseans as he travels across the state. Use drawing and writing to create your brochure.


Your writing should:



- introduce your topic;
- supply at least three examples of things good citizens do;
- explain why it's important to be a good citizen;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

Teacher's Note: Students will create a brochure for the end-of-unit task. This daily task is an opportunity for students to practice making a brochure. If students are unfamiliar with brochures, the teacher could lead a modeled, shared, or interactive writing lesson with students to generate a class example together, and then have students complete their own unique version of the task independently.

POSSIBLE STUDENT RESPONSE

A student makes a brochure. On the cover of the brochure, the student writes the title “Be a Good Citizen in Tennessee”. On each of the three inside pages the student writes examples of things good citizens do. The student writes: “Good citizens pick up trash. They vote. They help people in their neighborhood.” The student draws appropriate illustrations to accompany each sentence. On the back of the brochure the student writes, “It’s important to be a good citizen because we depend on each other. If everybody did bad things then the world would not be safe.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher’s Script: “We’ve been talking a lot lately about leaders in government and citizens. We know that citizens have responsibilities, and government leaders and other people in the community depend on citizens to act a certain way. When citizens do their responsibilities, we say they are a “good citizen”. We read some information on the TN History for Kids website about being a good citizen, and we’re going to learn more about being a good citizen in this book.”</i>	
Page 3	What does this author think being a good citizen means?	It means helping your country be the best it can be.
Page 4	<p>The author says that Joe “speaks out against pollution”. What does that mean?</p> <p>Let’s think a bit more about what Joe is doing. How could speaking out against pollution make Joe’s country, or his state, the best that it can be?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>It means that he’s telling people that pollution is bad.</p> <p>Joe is holding a sign that says “Clean Lakes”. If the lakes are dirty, it could be bad for the animals that live in the lake, or the people who live near the lake. Maybe people will listen to Joe and stop throwing trash in the lake.</p>
Page 10	How is Mary being a good citizen?	She cleans up water that spilled on the floor so people don’t slip. If they slipped, they could fall and hurt themselves. She is helping to keep other people safe.

Page 15	<p>The author says that voting is very important. Think about what we've learned about voting. How does voting help your country, or state, be the best it can be?</p>	<p>Candidates want different things. Chris Smith wanted schools but Bill Brown wanted a stadium. Citizens have to vote so the community, or state, gets what it needs. Maybe the state needs schools, but if people don't vote for the candidate who will build schools, then they might not get what they need.</p>
Page 17	<p>This author says that studying the history of our country, or what happened in the past, is important. Remember when we read on TN History for Kids that in the past there weren't enough schools for all the children? Then we learned that now the government makes sure all children can go to school? How did you feel when you learned that?</p> <p>So then, why do you think studying the history of our country is something good citizens do?</p> 	<p>It made me happy when I learned that the government makes sure all kids can go to school.</p> <p>Maybe studying history helps us learn about the things the government does. It can help us be grateful for things like going to school.</p>
Page 21	<p>The author says that "Josh protects the small and weak from harm". What does the word "harm" mean? How do you know?</p> <p>Can you think of things in our community or state that could harm people or animals? What can we do, as good citizens, to protect them from harm?</p>	<p>I think it means something bad or dangerous. I think that the cats in the picture want to eat the bird, but Josh is holding the bird cage away from the cats.</p> <p>Sometimes my baby brother runs into the street. A car could harm him. I can make sure my brother doesn't go into the street.</p>
After Reading	<p>Why do you think the author wrote this book?</p> <p>What examples did the author give to support her idea?</p> 	<p>The author thinks that being a good citizen is important. She wants people to be good citizens, so she wrote a story with lots of examples to help people understand what being a good citizen means.</p> <p>Picking up trash, saying hello to new neighbors, voting, and planting flowers are examples the author gives.</p>

***If EVERYBODY Did* – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6**

TEXT

Text: *If Everybody Did*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD240L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The text is organized clearly and sequentially. While the text is fairly long, each page follows a predictable pattern. The illustrations are essential to understanding the meaning of the text.

LANGUAGE FEATURES

Moderately Complex

This is a rhyming text. The vocabulary is mostly familiar, though there are some Tier 2 words, like *tacks*, *smudge*, and *mash*, which may be unfamiliar to some readers. The author manipulates the size and shape of text to correspond to the content of the page (i.e., on the page about stepping on daddy's feet, the text is squished down as if it had been stepped on).

MEANING/PURPOSE

Moderately Complex

The theme of the text is that if everybody chooses to do unsafe or mischievous things, the result is a disordered world. The last page suggests that if people do what they're told, don't make messes, etc., the world is a happier place. This theme is conveyed with some subtlety.

KNOWLEDGE DEMANDS

Slightly Complex

Most experiences in the book will be common to most readers. There are no intertextual connections or cultural references.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that good citizens help their communities, respect others, and participate in decision making.

To achieve this understanding, students will:

- explain how the author uses the size, shape, and directionality of text to convey meaning;
- explain how the illustrator communicates meaning through illustrations;
- retell key details and demonstrate understanding of the text's central message; and
- make connections between this text and other texts read about good citizenship.

VOCABULARY WORDS

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

- tracks (implicit)
- tacks (implicit)

DAILY TASK

*Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of *Being a Good Citizen* and read the shared reading text, *If Everybody Did*.*

The governor of Tennessee wants everyone to be a good citizen. He wants your class to explain what being a good citizen means and why it's important. He has asked your class to make brochures that he can share with Tennesseans as he travels across the state. Use drawing and writing to create your brochure.


Your writing should:


- introduce your topic;
- supply at least three examples of things good citizens do;
- explain why it's important to be a good citizen;
- use evidence and vocabulary from the texts; and
- provide some sense of closure.

Teacher's Note: Students will create a brochure for the end-of-unit task. This daily task is an opportunity for students to practice making a brochure. If students are unfamiliar with brochures, the teacher could lead a modeled, shared, or interactive writing lesson with students to generate a class example together, and then have students complete their own unique version of the task independently.

POSSIBLE STUDENT RESPONSE

A student makes a brochure. On the cover of the brochure the student writes the title "Be a Good Citizen in Tennessee". On each of the three inside pages the student writes examples of things good citizens do. The student writes: "Good citizens pick up trash. They vote. They help people in their neighborhood." The student draws appropriate illustrations to accompany each sentence. On the back of the brochure the student writes, "It's important to be a good citizen because we depend on each other. If everybody did bad things then the world would not be safe."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 1-26 only.</i></p> <p><i>Teacher's Script: "We've read some texts about being good citizens, and why it's important for citizens to do things that help their community and state. This text tells a funny story about what would happen if people decided not to be good citizens."</i></p>	
Page 6	<p>What would happen if everybody decided to spill tacks on the floor?</p> <p>What would a good citizen do instead? Think about what we learned from the book <i>Being a Good Citizen</i>.</p> <p><i>Teacher's Note: Contrasts could be surfaced on this page to connect to information from another unit text by prompting students to analyze the words "tacks" and "tax" and explain how they are different.</i></p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Everybody would step on the tacks. That would hurt!</p> <p>A good citizen would pick up the tacks so no one gets hurt, like the way Mary cleaned up the water that spilled on the basketball court so no one would slip.</p>
Page 8	<p>What would happen if everybody decided to pull off flower buds?</p> <p>What would a good citizen do instead?</p>	<p>There wouldn't be any flowers left.</p> <p>A good citizen might try to protect the flowers or plant new ones, like Ms. Marcy and Samantha did in <i>Being a Good Citizen</i>.</p>
Page 16	<p>What did the author do to the text on this page? Why do you think she chose to do that?</p>	<p>She wrote the sentence so the words are squeezed in the middle. I think she did that because the cat is squeezed in the middle.</p>
Page 20	<p>What did the author do to the text on this page? Why do you think she chose to do that?</p>	<p>The sentence looks like it's been stepped on, just like daddy's feet.</p>
Page 24	<p>The author says "make a smudge". What does the word "smudge" mean?</p> <p>What happened, then, on these pages?</p>	<p>It's like a little mess.</p> <p>If everybody made a smudge, or a little mess, then it becomes a big mess. There are so many smudges you can't see anything on the page. It's all dark.</p>

	<p>What would a good citizen do instead?</p> 	<p>A good citizen might help to clean up the smudges.</p>
After Reading	<p>Let's make some connections to other texts we've read. I remember that TN History for Kids said that some people litter, or throw trash on the ground. What would happen if everybody littered? What would a good citizen do?</p> <p>What would happen if everybody decided not to pay taxes?</p> <p>What would happen if everybody decided not to vote?</p> <p><i>Teacher's Script: "This discussion makes me think that being a good citizen is important. We depend on everybody to be good citizens. If everybody decided to stop being good citizens, like if they stopped paying taxes or stopped voting, it would make things hard for our government and other citizens."</i></p>	<p>If everybody littered then there would be trash everywhere. Our state wouldn't be very pretty.</p> <p>A good citizen would clean up the litter. Or maybe make a sign telling people to not litter.</p> <p>Our government wouldn't have any money. It wouldn't be able to do things like build schools or roads or pay for police officers to keep us safe.</p> <p>If nobody voted then there would be no way to elect leaders for our government.</p>
	<p><i>Teacher's Note: Due to the length of this text, the question sequence ends on page 24. Teachers can choose to finish this text on a second read.</i></p>	

OFFICER BUCKLE AND GLORIA – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT

Text: *Officer Buckle and Gloria*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

570L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The text has multiple storylines that involve students in Napville, Officer Buckle, and Gloria. The illustrations, which won the Caldecott Medal, support the text’s meaning.

LANGUAGE FEATURES

Moderately Complex

The language is largely explicit and easy to understand. There are some Tier 2 words, like *swivel* and *commands*, which may be unfamiliar to some readers. Sentences are primarily simple and compound.

MEANING/PURPOSE

Moderately Complex

The story is about the relationships between Officer Buckle and Gloria. Gloria makes Officer Buckle’s safety speeches more exciting, and Gloria is sad when she’s not with Officer Buckle. The theme of an interdependent friendship is conveyed with some subtlety.

KNOWLEDGE DEMANDS

Slightly Complex

The ideas of being safe and having important relationships will be familiar to most readers. There are no intertextual connections or cultural elements.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that good citizens follow rules and laws.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to Officer Buckle and Gloria;
- use evidence from illustrations to describe characters and events;
- retell some of Officer Buckle's safety tips and identify their purpose;
- explain the connection between the accident at school and Officer Buckle's safety tips; and
- explain the interdependent friendship between Officer Buckle and Gloria.

VOCABULARY WORDS

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

- tips (explicit)
- accident (explicit)
- applauded (implicit)

The following words will be reinforced during this reading:

- tacks (thumbtacks)
- speech

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of Officer Buckle and Gloria and read the shared reading text What Is a Law?.

Write a letter to Officer Buckle explaining why it is important for good citizens to follow rules and laws. Use examples from the texts we've read.

Your writing should:

- introduce your topic;
- supply at least one reason for why it's important for good citizens to follow rules and laws;
- follow the format of a friendly letter;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE



A student writes:

Dear Officer Buckle,

Thank you for telling kids safety tips. Safety tips are like rules. It's important for kids to follow rules. Rules keep people safe. It's also important that kids follow laws. Laws keep us safe too. We are citizens. Good citizens follow rules and laws.

Your friend,
Karen

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We've been talking about what makes a good citizen. We know that good citizens help other people and try to make their country and state the best it can be. This text will help us understand something else that good citizens should do."</i>	
Page 1	What is a swivel chair? Why does Officer Buckle write a safety tip that says to never stand on a swivel chair? How do you know? <i>Teacher's Note: Some of the other safety tips that are posted to Officer Buckle's bulletin board could also provide additional information.</i>	Maybe it's a chair that moves. I see in the illustration that Officer Buckle was standing on a chair, but it slid out from under him. That's why he wrote the safety tip.
Page 3	Do people at Napville School follow Officer Buckle's safety tips? How do you know?	No. The author says that nobody ever listened to Officer Buckle's safety tips, so they probably didn't follow them. The illustrations show people doing things that aren't safe, like carrying too many books, tripping over shoelaces, and standing on a swivel chair.
Page 11	The author says "the audience roared". What does that mean? Why did the audience roar? Does Officer Buckle notice what Gloria is doing? Why do you think there weren't any	It means they laughed really loudly. The audience roared because Gloria is acting out the safety tips. She looks funny. No, he thinks the students are laughing because the safety tips are funny. Maybe there weren't any accidents because people were finally listening to

	<p>accidents after this safety speech?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>what Officer Buckle was saying.</p>
Page 17	<p>How do you think Officer Buckle and Gloria feel about each other? How do you know?</p>	<p>I think they are good friends. The author says that Officer Buckle liked having a buddy. Gloria makes Officer Buckle's safety speeches funny, and Officer Buckle takes Gloria with him and buys her ice cream.</p>
Page 24	<p>Why does Officer Buckle say he's not giving any more speeches?</p>	<p>Because he saw what Gloria was doing when he watched the news. He thinks people like watching Gloria, and they don't care about him.</p>
Page 25	<p>Gloria went to Napville School for a safety speech. What happened?</p>	<p>She felt lonely. She fell asleep. She didn't do any acting.</p>
Page 27	<p>What happened at the school?</p> <p>Why do you think it happened?</p> <p></p>	<p>There was a big accident. In the illustration it looks like kids slipped in the pudding and knocked over Mrs. Toppel. She was standing on a swivel chair. She dropped a hammer, and maybe it hit somebody.</p> <p>I think the accident happened because the students didn't hear any safety tips. Maybe they forgot about safety.</p>
Page 30	<p>It looks like Officer Buckle decided to give another safety speech. Why did he change his mind?</p>	<p>He realized that Gloria was sad when he wasn't there. He realized that he and Gloria are good buddies. Maybe he was also sad that Napville School had an accident and he wanted to make sure no more accidents happened.</p>
After Reading	<p>I think Officer Buckle and Gloria depend on one another. Do you agree? Why or why not?</p> <p>Officer Buckle is a police officer. We learned from TN History for Kids that police officers work for the government. Think about the police officers in our community and state. What safety tips, or rules, might they want you to follow? Why?</p>	<p>I agree. Officer Buckle depends on Gloria to make his speeches funny. Gloria depends on Officer Buckle to be her partner. She is lonely when he's gone. They are both buddies.</p> <p>They might want us to look to see if any cars or coming before we cross the road, to wear our seat belts, or to be careful when we jump into a swimming pool or lake. I think police officers want us to be safe. They want us to follow rules, or safety tips,</p>

		so everybody stays safe.
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RESOURCE

Teachers may want to have students read additional texts about rules and laws that deepen their understanding before completing the daily task. Some suggested texts on rules, which are also listed on page 18, include:

- “Why Do We Need Rules?”, available at ReadWorks.org
- “Our House Rules”, available at ReadWorks.org

WHAT IS A LAW? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT

Text: “What is a Law?”

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

400L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex

The text begins by defining laws and then provides examples. Connections between ideas are explicit and clear.

LANGUAGE FEATURES

Moderately Complex

The language is literal and easy to understand; however, there are several Tier 2 words, like *allowed*, *litter*, and *obey*, that may be unfamiliar to some readers. There are also some compound sentences.

MEANING/PURPOSE

Slightly Complex

The purpose of the text is to answer the question, “What is a Law?” The purpose is explicitly stated in the title.

KNOWLEDGE DEMANDS

Slightly Complex

The examples included in the text about speeding and litter should be familiar to most readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that good citizens follow rules and laws.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to laws;
- identify the main topic and retell key details of the text; and
- make connections to other texts read in the unit.

VOCABULARY WORDS

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

- laws (explicit)
- allowed (explicit)
- obeys (explicit)
- unfair (embedded)

The following words will be reinforced during this reading:

- citizen

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of Officer Buckle and Gloria and read the shared reading text What Is a Law?.

Write a letter to Officer Buckle explaining why it is important for good citizens to follow rules and laws. Use examples from the texts we've read.

Your writing should:

- introduce your topic;
- supply at least one reason for why it's important for good citizens to follow rules and laws;
- follow the format of a friendly letter;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.


POSSIBLE STUDENT RESPONSE

A student writes:

Dear Officer Buckle,

Thank you for telling kids safety tips. Safety tips are like rules. It's important for kids to follow rules. Rules keep people safe. It's also important that kids follow laws. Laws keep us safe too. We are citizens. Good citizens follow rules and laws.

Your friend,
Karen

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "In Officer Buckle and Gloria, we thought about the importance of safety tips, or rules. In this text, we're going to learn about laws. As we read, we'll think about why laws are important."</i>	
First Paragraph	What is a law?	It is a rule. It says what people are allowed and not allowed to do.
Third Paragraph	<p>What examples of laws does this author provide?</p> <p>Let's think back to some information we learned from TN History for Kids. Who makes laws?</p> <p>Why would leaders in the legislative branch make laws about driving and litter?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>There is a law that keeps people from driving too fast. Another law is that people can't litter, or throw trash on the ground.</p> <p>Leaders in the legislative branch of government make laws.</p> <p>The law about not driving too fast is to keep people safe. If people drive too fast, they could get in an accident. The law about litter keeps places clean. Maybe it keeps us safe too. If there was lots of litter on the ground, maybe people would trip on it.</p>
Fourth Paragraph	<p>The author says that if people think a law is unfair they can work to change it. What kinds of things could people do to change the law?</p> <p>What example have we read about of people changing an unfair law? (<i>scaffold to the text Vote! if students aren't making the connection</i>)</p>	<p>They could talk to the leaders in the legislative branch. They could tell them to make a new law that's fair.</p> <p>In the book <i>Vote!</i> we read that, a long time ago, not everybody was allowed to vote. Women and African Americans couldn't vote. People worked to change that law so now more people can vote.</p>

RESOURCE

This video, titled “Why We Have Rules: Basic Concept of Laws for Kids” and posted by the Educational Video Library, explains why rules and laws are important through an animated story about three friends who decide to live without rules or laws. The final part of the video gives examples of common laws. The video is available here: <https://www.youtube.com/watch?v=rhWVQQQ5hVU>

PRESIDENT LINCOLN: FROM LOG CABIN TO WHITE HOUSE – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT

Text: *President Lincoln: From Log Cabin to White House*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

700L-800L (based on Lexile analyzer)

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

This text tells the story of Lincoln's life. Events are told chronologically. Embedded within the illustrations are quotations from Abraham Lincoln. These quotes supplement the text on the page. The illustrations support readers' understanding of information. The text is somewhat long and includes lots of information.

LANGUAGE FEATURES

Moderately Complex

Language is largely explicit and easy to understand; however, the text contains many Tier 2 words that many be unfamiliar to some readers, like *stained*, *sorrow*, and *bravely*. Sentence structures are primarily simple and compound.

MEANING/PURPOSE

Moderately Complex

The text explains biographical information about Abraham Lincoln. The author also makes a claim that Lincoln was one of America's greatest presidents. This latter purpose is explicitly stated on the text's concluding page, though some of the reasons for this claim are implied.

KNOWLEDGE DEMANDS

Moderately Complex

The text includes a lot of historical information and assumes some background knowledge related to the Civil War and what life was like in the 19th Century. Without background knowledge of this time period, some readers may have difficulty comprehending certain events.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that good citizens protect the rights of others.

To achieve this understanding, students will:

- ask and answer questions about key details in the text about Abraham Lincoln;
- retell key events in Lincoln's life;
- describe connections between events in Lincoln's life; and
- identify the reasons the author provides to support her claim that Lincoln is one of America's greatest presidents.

VOCABULARY WORDS

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

- rescue (implicit)
- slavery (explicit)
- war (explicit)
- abolished (embedded)
- symbol (embedded)

The following words will be reinforced during this reading:

- elected
- debates
- election

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of Abraham Lincoln: From Log Cabin to White House and read the shared reading text, Lyda Newman, Inventor and Fighter.


A trading card company is creating a new series of trading cards called "Good Citizens". They have asked for your help creating trading cards for this collection. You can choose to make a trading card for Abraham Lincoln or Lyda Newman. On the front of the card, draw a picture that shows how the person you chose was a good citizen. On the back of the card, write about how the person you chose was a good citizen who helped protect the rights of others.



Your writing should:


- introduce your topic;
- supply reasons for why the person is a good citizen who protected the rights of others;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE

A student chooses to write about Abraham Lincoln. On the front of the trading card, the student draws a picture of Lincoln giving a speech with a speech bubble that says "Everyone should be free." On the back of the card the student writes: "Lincoln was a good citizen. Lincoln helped free a groundhog. He saw that some people were not free. He said they should be. He helped the country through a war."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: This text discusses slavery and the Civil War. Teachers are encouraged to define slavery in whatever way is appropriate and accessible for their students.</i></p> <p><i>Teacher's Script: "We've been talking about the characteristics of a good citizen. Today, we are going to read a biography of a very famous person, Abraham Lincoln, and think about how he was a good citizen. Specifically, we're going to think about how Abraham Lincoln worked to protect the rights of others."</i></p>	
Page 5	What did Abraham's mother say to him before she died?	To be good and kind and to live as she had taught him to live.
Page 8	<p>Retell what happened on this page to a partner.</p> <p>What have we learned about Abraham so far that makes him a good citizen?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>A little groundhog was caught in a rock. Abraham walked to a shop to borrow a pole so he could get the groundhog out.</p> <p>We know that Abraham was kind to animals and that he liked to read. Once Abraham borrowed a book but it got wet in the rain. He worked to pay for the damaged book.</p>
Page 9	The author says that Abraham "saw some things he didn't like" when he worked on the boat. What did he see? Why do you think he didn't like it?	People were selling African men, women, and children as slaves. Maybe he didn't think that slavery was fair. His mother told him to be kind to everyone, and maybe he didn't think it was kind to sell people as slaves.

Page 10	<p>Retell what happened on this page to a partner.</p> <p>What does this story tell us about Abraham?</p> 	<p>Abraham worked in a store and one time he charged a customer too much money. Abraham walked to the customer's house to pay her back, even though it was night time and the house was very far away.</p> <p>Abraham cared about fairness.</p>
Page 14	<p>The author says that Abraham was elected. Let's think about the other texts we've read. What do you think Abraham did to get elected?</p> <p>I remember in the book <i>Vote!</i> that Chris Smith talked about wanting to build schools during her campaign. Based on what we have learned so far in this text, what do you think Abraham talked about during his campaign?</p>	<p>Maybe he gave speeches and talked to people. He convinced people to vote for him.</p> <p>He probably said that all people should be treated fairly.</p>
Page 16	<p>When Abraham became President what did he tell Americans?</p>	<p>He said he didn't want slavery, but he also didn't want the country to split in two parts.</p>
Page 22	<p>We just read some pages that talked about the Civil War. What was the Civil War? How did Abraham feel about it?</p>	<p>A group of states broke away. People fought. Lincoln thought it was important for the country to stay together. After four years the fighting stopped. People agreed to stop slavery.</p>
Page 23	<p><i>Teacher's Note: Some teachers may choose to stop on this page and discuss reasons why Abraham Lincoln might have wanted African Americans to have the right to vote. However, because this page talks about the assassination of Lincoln, other teachers may choose to skip this page.</i></p>	
Page 24	<p>The author says that the memorial, or statue, of Abraham Lincoln is "a symbol of courage and freedom". Why does the author think that, when people see Lincoln, they think of freedom?</p> 	<p>Because Abraham Lincoln wanted everyone to be free. He freed the hedgehog that was trapped in the rock. He thought that slavery was wrong and worked to make all people free.</p>

Page 25	<p>The author says that Lincoln was “one of America’s greatest presidents”. Why does the author think that?</p> 	<p>Lincoln fought to make all people free. He was also the president during the war. He wanted the country to stay together. He could have let it break apart, but he didn’t.</p>
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RESOURCE

This video, published by Free School, provides biographical information about Abraham Lincoln. The video is available here: <https://www.youtube.com/watch?v=fTjYG1Tyaos>

A text titled “Abraham Lincoln” is available on ReadWorks.org here:
<https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#!articleTab:content/>

A text titled “Lincoln’s Life” is available at TIME for Kids here: <https://www.timeforkids.com/k1/lincolns-life/>

LYDA NEWMAN, INVENTOR AND FIGHTER – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT

Text: *Lyda Newman, Inventor and Fighter*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

400L-500L (based on Lexile analyzer)

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex

The text provides biographical information about Lyda Newman. The first paragraph explains her work as an inventor and the second paragraph explains how she fought for women's right to vote. Connections between ideas are explicit and clear.

LANGUAGE FEATURES

Moderately Complex

The language is largely explicit and easy to understand. There are some Tier 2 words, like *inventor* and *modern*, that may be unfamiliar to some readers. The text includes some phrases, like "support the cause" and "fought for change", that may also be new to some readers.

MEANING/PURPOSE

Slightly Complex

The purpose of the text is to provide information about Lyda Newman and explain how she was an inventor and fighter. The purpose is explicit, though the author's claim that Lyda was "a strong woman who fought for change" is not shared until the end.

KNOWLEDGE DEMANDS

Moderately Complex

Lyda Newman is a historical figure who lived in a different time period. Readers who lack background knowledge related to voting rights may have a harder time comprehending why Newman would fight for change.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that good citizens protect the rights of others.

To achieve this understanding, students will:

- ask and answer questions about key details in the text about Lyda Newman;
- identify evidence the author provides to support the main idea; and
- make connections to other texts read in the unit.

VOCABULARY WORDS

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

- inventor (explicit)
- modern (embedded)
- support (embedded)

The following words will be reinforced during this reading:

- rights
- vote

DAILY TASK

Teacher's Note: This daily task should be completed after students have listened to the interactive read aloud of Abraham Lincoln: From Log Cabin to White House and read the shared reading text, Lyda Newman, Inventor and Fighter.



A trading card company is creating a new series of trading cards called "Good Citizens". They have asked for your help creating trading cards for this collection. You can choose to make a trading card for Abraham Lincoln or Lyda Newman. On the front of the card, draw a picture that shows how the person you chose was a good citizen. On the back of the card, write about how the person you chose was a good citizen who helped protect the rights of others.

Your writing should:

- introduce your topic;
- supply reasons for why the person is a good citizen who protected the rights of others;
- use evidence and vocabulary from the texts; and
- provide some sense of closure.

POSSIBLE STUDENT RESPONSE

A student chooses to write about Abraham Lincoln. On the front of the trading card, the student draws a picture of Lincoln giving a speech with a speech bubble that says "Everyone should be free." On the back of the card the student writes: "Lincoln was a good citizen. Lincoln helped free a groundhog. He saw that some people were not free. He said they should be. He helped the country through a war."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We read a text about Abraham Lincoln and talked about why he was a good citizen who protected the rights of others. We're going to read a new text about another important person who was also a good citizen. As we read, we can think about how this person protected the rights of others."</i>	
First Paragraph	The author says that "Lyda was a great inventor". Why does the author say this?	Lyda invented a hairbrush that could get dust and dirt out of hair. The brush was also easy to clean. There were probably a lot of people who were happy about her invention.
Second Paragraph	<p>This paragraph makes me think of some other books we've read in the unit. What connections can you make to other texts we've read?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	This text makes me think of <i>Vote!</i> In that book we learned that long ago only white men could vote. We learned that people protested until everybody could vote.
After Reading	<p>The title of this text is <i>Lyda Newman, Inventor and Fighter</i>. Why do you think the author chose that title?</p> <p>Why do you think Lyda fought for change?</p> <p></p>	<p>Because Lyda invented a modern hairbrush and because she fought for women's right to vote.</p> <p>Voting is important. It's a way for people to make choices about important things in their lives. If women couldn't vote, then they didn't get to help make choices. Lyda probably thought it was important for women to be able to make choices too.</p>

WHO'S BUYING? WHO'S SELLING? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: *Who's Buying? Who's Selling? Understanding Consumers and Producers*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

560L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The text is organized sequentially by topic and connections between ideas are explicit and clear. The text includes many photographs and captions that support readers' understanding of the text's meaning.

LANGUAGE FEATURES

Moderately Complex

The language in this text is literal and straightforward. The text contains some Tier 2 words, like *provides* and *wrench*. There are quite a few content-specific words, like *producer*, *consumer*, and *resource*; however, the text provides embedded definitions of these terms. The sentence structure is simple.

MEANING/PURPOSE

Slightly Complex

The purpose of this text is to explain the interdependent roles of consumers and producers. The purpose is expressed in the title and reinforced throughout the text.

KNOWLEDGE DEMANDS

Slightly Complex

While the text discusses economic concepts that may be unfamiliar to some readers, it defines each concept and provides examples based on everyday experiences, like going to the store.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that producers provide goods and services that we can consume.

To achieve this understanding, students will:

- identify the meaning of words within the text;
- use text features, like captions, to gain information;
- make connections between vocabulary words and examples; and
- make inferences about the interdependent relationship between consumers and producers.

VOCABULARY WORDS

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

- consumer (embedded)
- goods (embedded)
- services (embedded)
- producer (embedded)
- resources (embedded)

DAILY TASK

Teacher's Note: This daily task should be completed after students have completed the first read of the shared reading text, Who's Buying? Who's Selling? Understanding Consumers and Producers and listened to the interactive read aloud of Before We Eat: From Farm to Table.

The librarian at your school has asked your class to create a book that will help other students understand consumers and producers. Choose one of the vocabulary words that you learned about. Make a page for your class book about that vocabulary word.

Your book page should include:

- a heading;
- a written definition of the vocabulary word you chose;
- writing or pictures that provide an example of your word;
- information from the texts we've read; and
- include correct capitalization and punctuation.

For this daily task, students can choose from the following vocabulary list:



- consumer
- goods
- services
- producers
- resources

Teacher's Note: Students will create a second book page for Daily Task #10.

POSSIBLE STUDENT RESPONSE

A student chooses the vocabulary word “services”. The student copies the word at the top of her book page. The student writes the sentence, “A service is something someone does for another person.” The student draws a picture of a man with a mop. Underneath the picture, the student writes, “The janitor provides a service to our school because he cleans.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Read pages 4-13 only.</i></p> <p><i>Teacher’s Script: “We have read a lot of books about government. We have learned how citizens depend on leaders in government to do things like make laws and build schools. We have also learned how leaders in government depend on citizens to do things like vote and pay taxes. In addition, we have learned about what it means to be a good citizen and how citizens depend on one another to be helpful and protect each other’s rights. Now, we’re going to learn about a new way that people depend on one another. We’re going to learn about how people make things that other people need, like food.”</i></p>	
Page 4	<p><i>Teacher’s Script: “I see the word ‘Consumer’ at the top of this page. When a word is written at the top of a page like this, it’s called a heading. The heading tells you what the information on that page will be about. So, in this section of the book, we’re going to learn about consumers. I wonder what that word means? Let’s keep reading and find out.”</i></p>	
Page 6	<p>What is a “consumer”? Can you give a definition in your own words?</p> <p>What is an example of a consumer?</p>	<p>A consumer is someone who buys something.</p> <p>The kids who bought cookies are consumers.</p>
Page 8	<p>We’ve just learned two important vocabulary words, “goods” and “services”. What do those words mean? What examples does the text give us of goods and services? Where do you see those</p>	<p>A good is something you buy that you can touch. A service is something someone does for you. The text says that milk is a good. That example is in a caption. An example of a service is someone who fixes a bike. I see a picture of someone fixing a</p>

	<p>examples?</p>  (This is an opportunity for a collaborative talk structure.)	<p>bike, and it's written in the text.</p>
Page 13	<p>What are "resources"? What is an example of a resource?</p> <p>What do you think the baker would do if she didn't have lots of blueberries?</p>	<p>Resources are the things a producer uses to make a good or do a service. Nails are a resource for a producer who builds a house.</p> <p>She would have to look for other resources. Maybe instead she has lots of apples, and she could make apple pies.</p>
After Reading	<p>After this reading section, I think that consumers depend on producers. Do you agree? Why or why not?</p> <p>I also think that producers depend on resources? Do you agree? Why or why not?</p> 	<p>Yes, consumers depend on producers. If producers didn't make goods and services, then consumers couldn't get things.</p> <p>Yes, producers depend on resources. If they don't have resources then they can't make their goods and services. If the builder didn't have nails, it would be hard to build a house.</p>

RESOURCE

This text, titled "What Can I Buy", reinforces the terms "goods" and "services". It is appropriate for small group reading and independent reading. It is available here: <https://www.readworks.org/article/What-Can-I-Buy/5fac3cd5-8d04-4dc2-bafc-57095a5bd5b2#!articleTab:content/>

BEFORE WE EAT: FROM FARM TO TABLE – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT
<p>Text: <i>Before We Eat: From Farm to Table</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD610L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Moderately Complex</p> <p>The structure of this text is predictable as the various pages show different people who help to provide food. Connections between events are occasionally implied, for example that removing weeds will help crops grow, which in turn are shipped to grocery stores.</p>	<p>Moderately Complex</p> <p>The text is a rhyming text. Each page has a few words or a phrase that identify what is happening on that page. Sentences can extend across multiple pages. There are many examples of Tier 2 vocabulary, such as <i>tended</i>, <i>grime</i>, and <i>clerks</i>.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Moderately Complex</p> <p>The purpose of the text is to show how many people are involved in producing the food we eat. This purpose is implied but easy to identify.</p>	<p>Moderately Complex</p> <p>The text shows people farming, fishing, tending bees, packing crates, and other activities related to food production. Readers who have some knowledge related to food production, such as that flour is made from wheat, may have greater comprehension of the connections between the events in the text.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that producers provide goods and services that can be consumed.

To achieve this understanding, students will:

- ask and answer questions about key details in the text about how food is produced;
- explain connections between people and events in the text; and
- make inferences about producers and consumers based on information from words and pictures.

VOCABULARY WORDS

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

- provide (explicit)
- harvest (implicit)

DAILY TASK

Teacher's Note: This daily task should be completed after students have completed the first read of the shared reading text, Who's Buying? Who's Selling? Understanding Consumers and Producers and listened to the interactive read aloud of Before We Eat: From Farm to Table. Students will create a second book page for Daily Task #10.

The librarian at your school has asked your class to create a book that will help other students understand consumers and producers. Choose one of the vocabulary words that you learned about. Make a page for your class book about that vocabulary word.

Your book page should include:

- a heading;
- a written definition of the vocabulary word you chose;
- writing or pictures that provide an example of your word;
- information from the texts we've read; and
- include correct capitalization and punctuation.




For this daily task, students can choose from the following vocabulary list:

- consumer
- goods
- services
- producers
- resources

POSSIBLE STUDENT RESPONSE

A student chooses the vocabulary word “services”. The student copies the word at the top of her book page. The student writes the sentence, “A service is something someone does for another person.” The student draws a picture of a store clerk checking out groceries. Underneath the picture, the student writes, “The store clerk puts the food in bags. This is a service.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Students should complete the first read of the shared reading text Who’s Buying? Who’s Selling? Understanding Consumers and Producers prior to this interactive read aloud. Students will need to understand the concepts and vocabulary from the shared reading text in order to respond to the questions in the sequence below.</i></p> <p><i>Teacher’s Script: “We read part of a book about consumers and producers. We learned that they depend on each other. Now, we’re going to read a book about how our food is produced. As we read, let’s think about the different goods and services that producers in the text provide.”</i></p>	
Page 2	Who are the people sitting at this table thanking?	They are thanking the people who helped provide the food they are eating.
Page 8	Who are the people on this page? Are they providing a good or a service?	I think they are farmers. They are harvesting food for people to eat. That is a good.
Page 12	What do you think “sows” are? Why do you think that?	I think sows are mommy pigs. I see in the illustration that the farmer is feeding pigs. There are lots of little piglets around, so I think these pigs are the moms.
Page 18	We’ve seen lots of examples of producers so far in this book. What are some of the producers we’ve seen?	Vegetable farmers, pig farmers, fishermen, beekeepers.
Page 22	Who are the people on this page? Are they providing a good or a service? Why do you think that?	These are truck drivers. I think they’re providing a service because a service is something you do. The truck drivers didn’t make the food, they are just driving it.

	 (This is an opportunity for a collaborative talk structure.)	
Page 26	<p>Let's look at the illustration on this page. Who were the producers that helped this family get their food?</p>	<p>I see a man with a rolling pin. Maybe he is baking something. He needed baking ingredients. He probably got them at a store, and maybe before that they were made on a farm. Also, the woman is handing the boy an apple. A farmer grew that apple. There are shopping bags on the counter, so the family probably went to the store. I think they got eggs and milk at the store. Those foods were produced by farmers who raised chickens and cows.</p>
Page 30	<p>Let's look at the workers, or the producers, on this page. Did these producers create goods or services?</p> 	<p>The person with the box of apples grew the apples. Apples are a good. The man holding the pie could be a baker. The pie is a good. Maybe the woman holding grocery bags works at a store. Maybe she puts food in bags for people. That would be a service.</p>
After Reading	<p>Did the people in this story depend on anyone else? How?</p> 	<p>The person who made the pie depended on the farmers who grew the ingredients. Maybe the truck driver depends on the farmers because if the farm didn't produce food then the truck driver wouldn't have anything to carry. Maybe the workers in the grocery store depend on the people to buy groceries. If nobody shopped at the store, then the grocery workers wouldn't have anything to do.</p>

WHO'S BUYING? WHO'S SELLING? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 10**TEXT**

Text: *Who's Buying? Who's Selling? Understanding Consumers and Producers*

Question Sequence: Second Read

Instructional Strategy: Shared Reading

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that buyers and sellers depend on one another.

To achieve this understanding, students will:

- identify the meaning of words within the text;
- use text features, like captions, to gain information;
- make connections between vocabulary words and examples; and
- make inferences about the interdependent relationship between buyers and sellers.

VOCABULARY WORDS

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

- buyer (embedded)
- seller (embedded)
- price (embedded)
- market (embedded)

The following words will be reinforced during this reading:

- service
- goods

DAILY TASK

Teacher's Note: This daily task should be completed after students have completed the second read of the shared reading text, Who's Buying? Who's Selling? Understanding Consumers and Producers and listened to the interactive read aloud of Where Did My Clothes Come From. Students will add another page to the class book they created for Daily Task #9.

The librarian at your school has asked your class to create a book that will help other students understand consumers and producers. Choose one of the vocabulary words that you learned about. Make another page for your class book about that vocabulary word.

Your book page should include:

- a heading;
- a written definition of the vocabulary word you chose;
- writing or pictures that provide an example of your word;
- information from the texts we've read; and
- include correct capitalization and punctuation.



For this daily task, students can choose from the following vocabulary list:

- buyer
- seller
- price
- market

POSSIBLE STUDENT RESPONSE

A student chooses the vocabulary word "market". The student copies the word at the top of her book page. The student writes the sentence, "A market is a place where people buy and sell goods and services." The student draws a picture of people looking at clothes in a store. Underneath the picture, the student writes, "People sell and buy clothes at the Walmart. It is a market."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 14-21 only.</i></p> <p><i>Teacher's Script: "When read the first part of this book, we learned about consumers and producers. We're going to keep reading today and learn about more ways that people depend on one another to get the things they need."</i></p>	
Page 17	<p>Think about what we've read so far. What do the words "buyers" and "sellers" mean? Give an example of a buyer and a seller.</p>	<p>A buyer is someone who buys something. The woman who uses money to buy clothes is a buyer. A seller is someone who sells something. The painter who sells the service of painting is a seller.</p>

	<p>Let's look back at page 14. In the very first sentence of this section, the author says, "Buyers and sellers depend on each other." Do you agree? Why or why not?</p> <p>What examples from the text help us understand buying and selling? Where do we find those examples?</p>  (This is an opportunity for a collaborative talk structure.)	<p>Yes, buyers depend on sellers to sell them the things they need. Sellers depend on buyers too. When people buy the things they sell, the sellers get money. Sellers need money so they can buy their own things.</p> <p>The woman sells homes to people. She gets money from selling homes, and uses it to buy clothes. That example is in a caption.</p>
Page 19	<p>What is a "price"? Why do sellers have to think about the prices of the things they sell?</p> 	<p>A price is how much a good or service costs. Sellers have to think about the prices of their goods and services because if it is too high people won't want to buy it and if it's too low the seller won't make much money.</p>
Page 21	<p>What is a market?</p> <p>What markets do you go to when you want to buy a good or service? How do you know it's a market?</p> <p>I think that buyers and sellers depend on markets. Do you agree? Why or why not?</p> <p><i>Teacher's Note: If students have limited background knowledge in this area, ask them if they go to a supermarket or a farmer's market to help them make a personal connection to the work "market".</i></p>	<p>A market is a place where people buy and sell goods and services.</p> <p>I go to the grocery store with my mom when we want to buy food. The grocery store is a market because that's where people buy and sell food.</p> <p>Yes, sellers need a place to sell their goods and services. Buyers need to be able to go to a place to buy things.</p>

WHERE DID MY CLOTHES COME FROM? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 10

TEXT
<p>Text: <i>Where Did My Clothes Come From?</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
500L-600L (based on Lexile analyzer)	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Very Complex</p> <p>The text is organized into sections that explain how different types of clothing are made (i.e., jeans, sweaters). The author's explanations are sequential and sometimes numbered. Pictures with captions are interspersed throughout the text and the reader has to recognize which illustration goes with which section of text. Illustrations are integral to understanding the different kinds of machines and processes involved in making clothing.</p>	<p>Moderately Complex</p> <p>The language in this text is literal and straightforward. The text contains many Tier 2 words, like <i>fancy</i>, <i>swells</i>, and <i>raw</i>. It also includes several content-specific words that are necessary for comprehending the text's information, such as <i>fiber</i> and <i>mill</i>. Sentences are primarily simple and compound.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Slightly Complex</p> <p>The purpose of this text is to answer the question "Where Did My Clothes Come From?" This purpose is stated explicitly and early on. Headings at the beginning of each section help the reader understanding the distinct purpose of each section, such as "What Are Your Jeans Made Of?".</p>	<p>Moderately Complex</p> <p>The text assumes some knowledge related to different types of clothing and machines.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the goods they buy, like clothing, have to be produced.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to how clothing is made;
- explain connections between steps in the process of making clothing by retelling parts of the text;
- use text features, like graphics and captions, to gain information; and
- make inferences about the interdependent relationship between producers and resources.

VOCABULARY WORDS

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

- fibers (explicit)
- machine (embedded)
- mill (explicit)

DAILY TASK

Teacher's Note: This daily task should be completed after students have completed the second read of the shared reading text, Who's Buying? Who's Selling? Understanding Consumers and Producers and listened to the interactive read aloud of Where Did My Clothes Come From. Students will add another page to the class book they created for Daily Task #9.

The librarian at your school has asked your class to create a book that will help other students understand consumers and producers. Choose one of the vocabulary words that you learned about. Make another page for your class book about that vocabulary word.

Your book page should include:


- a heading;
- a written definition of the vocabulary word you chose;
- writing or pictures that provide an example of your word;
- information from the texts we've read; and
- include correct capitalization and punctuation.


For this daily task, students can choose from the following vocabulary list:

- buyer
- seller
- price
- market

POSSIBLE STUDENT RESPONSE

A student chooses the vocabulary word “market”. The student copies the word at the top of her book page. The student writes the sentence, “A market is a place where people buy and sell goods and services.” The student draws a picture of people looking at clothes in a store. Underneath the picture, the student writes, “People sell and buy clothes at the Walmart. It is a market.”

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher’s Note: Due to the length of this text, the question sequence is designed for pages 6-17 only. Some teachers may choose to finish the text during a second read.</i></p> <p><i>Teacher’s Script: “Earlier we read a book called Before We Eat: From Farm to Table. It helped us understand where our food comes from, or how it’s produced. Now, we’re going to read a text that explains how our clothes are produced.”</i></p>	
Page 7	When we need to get clothes, how do we get them? In your answer, use vocabulary words that we learned from our shared reading text.	We buy them from a seller at a market.
Page 11	<p>What are some of the things that producers have to do to make jeans?</p>  (This is an opportunity for a collaborative talk structure.)	They have to pick the cotton and get the seeds out. They use a machine to turn it into yarn.
Page 12	What do you think a “loom” is? How do you know?	A loom is a machine that turns yarn into cloth. There is a picture of a loom on the page, and the author says that yarn is woven into cloth on a loom.
Page 16	What are some of the things that producers have to do to make sweaters?	Producers have to cut wool off sheep, clean it, and use a machine to turn it into yarn. Then the yarn is knit into sweaters.

After Reading	What are some of the resources producers need to make clothing? 	To make a sweater, producers need sheep so they can get wool. They also need machines. To make jeans, the producers need cotton, and machines too.
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TEXT

Text: Students will listen to one selection from Encyclopedia Britannica, titled “*Tennessee – Economy*”, which is copied below the question sequence. Students will also listen to two selections from TNHistoryforKids.org. “Crops” and “Critters” are available at: <http://www.tnhistoryforkids.org/geography/basic/>. *Teachers can choose to read additional selections about Tennessee’s economy. Suggested selections are listed in the Resources section below.*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

“Crops” 700L-800L, “Critters” 600L-700L (based on Lexile analyzer)

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

Organization is evident in each selection. All selections explain resources that are produced in Tennessee and connections between ideas are largely clear. The selections from TN History for Kids include photographs, which support readers’ comprehension. The text is online; the digital text structure, where readers scroll instead of turn pages, may be unfamiliar to some readers.

LANGUAGE FEATURES

Moderately Complex

The language in these selections is literal and straightforward. The selections contain many Tier 2 words, like *cultivated* and *suited*. Knowledge of some words, like *tourism*, is essential to comprehending certain sections of text. Sentences are primarily simple and compound.

MEANING/PURPOSE

Moderately Complex

The purpose of these selections is to provide information about Tennessee’s economy. This purpose is more explicit in the Britannica selection, given the text’s title. The selections from TN History for Kids come from the site’s geography section, and some connections to the state’s economy are implied.

KNOWLEDGE DEMANDS

Moderately Complex

The text assumes some knowledge related to common industries in an economy and the geography of Tennessee.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that Tennessee produces goods and services that people in our state and other states consume.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to resources produced in Tennessee;
- identify the main topic of each selection and retell key details;
- identify the meaning of unknown words to support understanding of Tennessee's economy; and
- make connections to other texts and vocabulary from the unit.

VOCABULARY WORDS

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

- economy (explicit)
- manufacturing (explicit)
- industries (embedded)
- factories (explicit)
- products (embedded)
- tourists (explicit)
- crops (explicit)
- livestock (embedded)

The following words will be reinforced during this reading:

- service

DAILY TASK

A local newspaper wants to interview the governor about the kinds of goods and services Tennessee produces. Pretend you are the governor. Answer the reporter's questions in writing:

- What goods and services does Tennessee produce for its economy?
- Why are these goods and services important?

Your writing should:



- introduce your topic;
- supply facts about what goods and services are produced in Tennessee;
- supply at least one reason for why the goods and services Tennessee produces are important;
- use evidence and vocabulary from the texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.


After writing, practice explaining your responses to a partner. One partner can pretend to be the reporter and the other partner can pretend to be the governor. Then, switch roles.

POSSIBLE STUDENT RESPONSE

A student writes: "Tennessee produces many goods and services. It produces goods like cotton, soybeans, and cattle. Cotton is important for making jeans. Cattle are important because we eat meat. Tennessee's economy is important!"

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Script: "We've been learning about consumers and producers. There are lots of producers in our state, Tennessee, who use resources to create goods and services that people in our state and across the country use. Today, we're going to learn more about Tennessee's producers."</i></p> <p><i>Teacher's Note: Teachers may want to create an anchor chart to help keep track of the various goods and services that are explained in these selections. An example anchor chart is provided in the Resource section below.</i></p>	
Tennessee – Economy, First Paragraph	<p>What do you think the word "produce" means? Hint – think about what we learned about the word "producer".</p> <p>What are some of the things that factories in Tennessee produce?</p>	<p>I think it means to make something.</p> <p>Factories in Tennessee produce motor vehicles and foods.</p>
Tennessee – Economy, First Paragraph	<p>The first sentence in this paragraph talked about "service industries". Let's stop and remember, what does the word "service" mean?</p> <p>What are some of the services Tennessee's economy provides?</p> <p>This last sentence talks about some of the goods Tennessee's farms produce. What are some of those goods?</p> <p><i>Teacher's Script: Now, let's learn a bit more about what Tennessee produces on its farms by reading some information from TN History for Kids.</i></p>	<p>It means something a person does for someone else.</p> <p>One service Tennessee provides is tourism. People like visiting the Great Smoky Mountains and hearing the music in Memphis and Nashville.</p> <p>Some of the goods are cattle, chickens, and dairy.</p>

<p>Crops, Section on cotton</p>	<p>Why are there cotton farms in the western part of Tennessee?</p> <p>Can you make a connection between this text and another text we read? (<i>Scaffolding question: We learned in Where Did My Clothes Come From? that people who produce jeans need certain resources. What was an important resource those producers needed to make their jeans? Yes, they needed cotton! Now we know that some of the cotton that is used to make jeans comes from Tennessee.</i>)</p>  (This is an opportunity for a collaborative talk structure.)	<p>The land is flat. Maybe it's hard to grow cotton if there are hills or mountains.</p> <p>This reminds me of when we read <i>Where Did My Clothes Come From?</i>. We learned that producers use cotton to make jeans. Now I know that the cotton those producers need comes from Tennessee!</p>
<p>Crops, Soybean section</p>	<p>Soybeans are a resources that producers need to make other products. What kinds of products are made from soybeans?</p>	<p>Some products made from soybeans are oil for frying French fries, soy milk, crayons and candles.</p>
<p>Crops, Corn section</p>	<p>I think that some consumers depend on Tennessee to produce corn. Do you agree? Why or why not?</p> 	<p>Yes. People eat corn. Consumers who want to eat foods like popcorn or cornbread depend on the farmers in Tennessee to grow corn. Corn is used to make diapers! So consumers, like parents with babies, who need diapers also depend on Tennessee's corn farmers.</p>
<p>Critters, Cattle, chicken, and pigs sections</p>	<p>What other goods does Tennessee produce? Who depends on these goods?</p> <p>Can you make a connection to another book we read?</p>	<p>Tennessee also produces cattle, chickens, and pigs. People who eat beef and drink milk depend on the cattle farmers. People who eat chicken and eggs depend on the chicken farmers. People who like bacon, ham, and sausage depend on the pig farmers.</p> <p>This reminds me of <i>Before We Eat: From Farm to Table</i>. That book was about all the people who help make the food we eat.</p>
<p>Critters, Final bulleted list</p>	<p>This section about sheep makes me think of another book we read. What connection can you make?</p> <p>Why are goats produced in East Tennessee?</p>	<p>It reminds me again of <i>Where Did My Clothes Come From?</i> because we learned that sweaters are made of wool and wool is sheep's hair.</p> <p>The land is hilly there and goats can live on hilly land. Hilly land isn't good for other</p>

		kinds of farming.
After Reading	Why are the goods and services produced in Tennessee important? 	Lots of people depend on the goods and services that Tennessee produces. People need food, like chicken and milk. People need clothes, and cotton and wool that comes from Tennessee can make clothing.

RESOURCES

An example anchor chart:

What goods and services are produced in Tennessee's economy?
<ul style="list-style-type: none"> • Motor vehicles and parts (cars, trucks) • Foods • Health care (doctors and hospitals) • Real estate (buying and selling property) • Tourism • Cattle (cows, meat we eat) • Chickens • Dairy (cows, milk) • Cotton • Soybeans • Pigs • Sheep (wool) • Horses • Goats (meat and milk)

Teachers and students who want to learn more about the resources the state of Tennessee produces can read information from the "advanced" geography section of TNHistoryforkids.org. The sections titled "Mining" and "Things We Make" provide additional information about our state economy. Those sections are available here: "<http://www.tnhistoryforkids.org/geography/advanced/>

TNHistoryforKids.org also provides "virtual tours" with photographs and information about historical sites in Tennessee. Teachers and students may want to take tours of the following places to learn more about Tennessee's economy:

- Memphis Cotton Exchange (<http://www.tnhistoryforkids.org/history/virtual-tours/virtual-tours/101ritann-cotton-exchange.2450197>)
- Musgrave Pencil Company (located in Shelbyville, TN): <http://www.tnhistoryforkids.org/history/virtual-tours/virtual-tours/101ritanni-pencil-co.2455768>
- Tennessee River Pearl Farm (near Camden, TN): <http://www.tnhistoryforkids.org/history/virtual-tours/virtual-tours/101ritannic-river-pearl-farm.2456299>

The Scholastic Kid's Economic Glossary provides definitions for common economic terms. Teachers can use this definition for the word "economy", based on Scholastic's example: "The way our state manages its money and resources to produce, buy, and sell goods and services." (Original definition retrieved from <http://www.scholastic.com/browse/article.jsp?id=3750579>.)

Tennessee – Economy

Manufacturing and service industries dominate Tennessee's economy. The state's factories produce motor vehicles and parts, processed foods, chemicals, and many other products.

Leading service industries include health care, real estate, and tourism. Tourists visit Tennessee's natural wonders, such as the Great Smoky Mountains National Park. Civil war battlefields and the musical attractions located in Memphis and Nashville are also popular. Tennessee's major agricultural products include cattle, chickens, greenhouse plants and produce, and dairy goods.

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This text is also available online, here: <https://kids.britannica.com/kids/article/Tennessee/345527/255471-toc>

TEXT

Text: *Who's Buying? Who's Selling? Understanding Consumers and Producers*

Question Sequence: Third Read

Instructional Strategy: Shared Reading

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that consumers think about the cost and benefit of buying products.

To achieve this understanding, students will:

- identify the meaning of words within the text;
- use text features, like captions, to gain information about consumers' choices;
- make connections between vocabulary words and examples; and
- make inferences about why consumers choose to spend money.

VOCABULARY WORDS

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

- cost (embedded)
- benefit (embedded)

The following words will be reinforced during this reading:

- consumers
- seller
- price

DAILY TASK

Teacher's Note: This daily task should be completed after students have completed the third read of the shared reading text, Who's Buying? Who's Selling? Understanding Consumers and Producers and have listened to the interactive read aloud of Something Special for Me.

Pretend you are Rosa. Explain the cost and benefit of buying the accordion, and why you didn't choose to buy other products, like the roller skates.




Your writing should:

- introduce your topic;
- supply some reasons for why Rosa may have chosen to buy the accordion and not other products;
- use evidence and vocabulary from the texts we've read;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE

A student writes: "I bought the accordion because it was special. My grandma had an accordion. I wanted to play music and dance. The cost of other toys was high. The accordion had the most benefit."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Read pages 22-25 and 28-29 only. The section on supply and demand, on pages 26-27, is not a part of this question sequence as this concept does not connect to the conceptual hierarchy and related social studies standards of this unit.</i></p> <p><i>Teacher's Script: "We're going to finish reading this book today. As we read, we're going to think about why consumers choose to spend money, or even why consumers might choose to not spend their money."</i></p>	
Page 23	<p>What do the words "cost" and "benefit" mean?</p> <p>What example does the text provide to help us understand cost and benefit?</p> <p>Why do you think she chose to buy the bike?</p>	<p>The cost is what you give up to buy something, like money. Benefit is what you get when you buy something.</p> <p>The captions in the text are about a girl who buys a bike.</p> <p>There were benefits. Maybe she really likes riding a bike. Or, maybe she needed the bike so she could go places.</p>

	<p>Let's pretend the girl in the text decided not to buy the bike. Why might she have chosen to not buy it?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Maybe she would not buy the bike if it cost a lot of money. That would be a big cost. Or, maybe she wants to buy something else.</p>
Page 25	<p>Would you choose to buy the pencils or the toy? What are the costs and benefits of each product?</p> <p></p>	<p>I would buy the pencils. I have other toys I can play with at home. If I already had pencils, or if the pencils cost a lot of money, then I would buy the toy.</p>
Page 29	<p>What do you think Max should do? Why?</p> <p></p>	<p>I think Max should buy the birthday present for his brother. There are more benefits than costs. His brother will be happy, and he will have extra money. He could use the extra money to buy something for himself.</p>

SOMETHING SPECIAL FOR ME – READING 1, QUESTION SEQUENCE 1, DAILY TASK 12

TEXT
<p>Text: <i>Something Special for Me</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD610L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Moderately Complex</p> <p>The organization of this text is clear and chronological. At times, it is difficult to predict if Rosa will find a special birthday present. The illustrations support readers' comprehension.</p>	<p>Moderately Complex</p> <p>The language is largely explicit and easy to understand. There are some Tier 2 words, like <i>dumped</i> and <i>hollered</i>. Sentences are primarily simple and compound.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Moderately Complex</p> <p>There are multiple levels of meaning in this text. The theme that decisions can be difficult to make is clear and explicit. However another theme, that things connected to our families are often the most "special", is much more subtle.</p>	<p>Moderately Complex</p> <p>The experience of picking out a birthday present should be common to most readers. Some of the key details in the text, like what camping gear is and why someone might enjoy camping, may be less familiar to some readers.</p>

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that consumers think about the cost and benefit of buying products.</p> <p>To achieve this understanding, students will:</p> <ul style="list-style-type: none"> ask and answer questions about key details in the text related to why Rosa decides not to buy certain presents;

- retell key details from the text;
- infer reasons why Rosa decides to buy the accordion; and
- make connections to other texts and vocabulary from the unit.

VOCABULARY WORDS

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

- special (explicit)
- spare (embedded)
- brand-new (implicit)

DAILY TASK

This daily task should be completed after students have completed the third read of the shared reading text, Who's Buying? Who's Selling? Understanding Consumers and Producers and listened to the interactive read aloud of Something Special for Me.

Pretend you are Rosa. Explain the cost and benefit of buying the accordion, and why you didn't choose to buy other products, like the roller skates.




Your writing should:

- introduce your topic;
- supply some reasons for why Rosa may have chosen to buy the accordion and not other products;
- use evidence and vocabulary from the texts we've read;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE

A student writes: "I bought the accordion because it was special. My grandma had an accordion. I wanted to play music and dance. The cost of other toys was high. The accordion had the most benefit."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: This text is the sequel to A Chair for My Mother. Some teachers may choose to also read A Chair for My Mother so students have additional background knowledge for this story. However, it is not necessary for students to be familiar with A Chair for My Mother to understand this story.</i></p> <p><i>Teacher's Script: "Earlier we read about cost and benefit and thought about how</i></p>	

	<i>consumers make decisions about what to buy, or what not to buy. In this story, one of the characters has to make a decision about what to buy. As we read, let's think about the cost and benefit of each product she looks at."</i>	
Page 7	What do we know about the jar of money on the shelf?	It used to be full, but then the family bought a chair. They still have money left, and the family adds money every Friday.
Page 9	What is the family going to do with the money in the jar? Why does Rosa say that the birthday present will be "from Aunt Ida and Uncle Sandy too"?	Rosa is going to use it to buy a birthday present. They put money in the jar too, just like Grandma and Rosa's mom.
Page 11	What happens at the skate shop? Why?  (This is an opportunity for a collaborative talk structure.) What do you predict will happen next?	Rosa thinks she wants to buy skates because her friends have skates. Then right before she was going to pay for them, Rosa decides not to buy the skates. Maybe Rosa thinks the skates are not worth the cost. I think Rosa will go to another store and find something that she does want to buy.
Page 15	With a partner, retell what has happened so far and explain why it happened. Try to use the vocabulary words "cost" and "benefit" in your explanation. 	Rosa has gone in three stores. Each time she thinks she wants to buy something, but then she realizes that the cost is too high or there isn't enough benefit to buying it. She only wants to empty the jar of money for a present that's really special.
Page 17	Why does Rosa start crying?	She's upset. She's worried she won't find a birthday present that is special.
Page 27	With a partner, retell what happened in this section and explain why it happened. Again, try to use the vocabulary words "cost" and "benefit" in your explanation.  Why did the accordion Rosa got cost less than the others? Rosa says, "And this time I didn't want to change my mind at all." What made the	Rosa heard an accordion player. She thought it would be nice if she could play music for friends and dance. They went to the accordion shop and bought one. This present was finally worth the cost. Rosa thinks there is a lot of benefit to having the accordion. Because it was not brand-new. Rosa's mom told Rosa that her grandma had an accordion and played for people.

	accordion special?	Maybe the accordion felt special because it felt like a connection to her Grandma.
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ALL ABOUT MONEY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 13

TEXT

Text: “All About Money” (This text is available here: <https://www.readworks.org/article/All-About-Money/fbc697ed-7da9-41e9-9339-0826b48d5c28#!articleTab:content/>)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

330L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Slightly Complex

The text addresses multiple concepts related to money, including spending, saving, and the names of different coins. Each topic is addressed in its own paragraph and connections between ideas are clear. Information is organized sequentially. There is a bulleted list at the end of the text, and readers will have to read to understand how the items on the list are related.

LANGUAGE FEATURES

Slightly Complex

The language is literal and easy to understand. There are a few Tier 2 words, like *spending* and *saving*. The structure of sentences is simple.

MEANING/PURPOSE

Slightly Complex

The purpose of the text is to share information about money. The purpose is explicitly stated in the title.

KNOWLEDGE DEMANDS

Moderately Complex

Concepts of saving and spending money are likely to be familiar to most readers. The idea of a bank, and knowledge of the different names and values of coins, may be unfamiliar to some readers.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that consumers make decisions about saving and spending money.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to money;
- identify the meaning of words, like saving and spending; and
- make connections to other texts read in the unit.

VOCABULARY WORDS

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

- spending (explicit)
- saving (explicit)
- bank (embedded)

DAILY TASK

Teacher's Note: This daily task should be completed after students have read the shared reading text "All About Money" and listened to the interactive read aloud of Tia Isa Wants a Car.

Pretend you are the main character in *Tia Isa Wants a Car*. Write a letter to your family back home explaining what you and Tia Isa are doing.

Your writing should:

- introduce your topic;
- explain why you and Tia Isa are saving money;
- explain what you are doing to save up the money;
- follow the format of a friendly letter;
- provide some sense of closure; and
- include correct capitalization and punctuation.


POSSIBLE STUDENT RESPONSE

A student writes:

Dear Mami and Papi,

Tia Isa and I are saving money. We want to buy a car so we can drive to the beach. We also save money to send to you. I help make money. I give services. I teach Ms. Amy Spanish.

Love,
Your daughter

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "The books we've read lately have taught us about the economy. One important part of the economy is money. This text will help us learn more about money. As we read, we can think about how this text connects to other texts we've read."</i>	
First Paragraph	<p>What does the word "spending" mean?</p> <p>Think about the books we've read. What's an example of someone spending money?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>It's when you use money to buy things.</p> <p>Rosa spent money on an accordion. In our <i>Who's Buying? Who's Selling?</i> Text, a girl spent money on a bike.</p>
Second Paragraph	<p>What does the word "saving" mean?</p> <p>Think about the books we've read. What's an example of someone spending money?</p>	<p>Saving is when you keep your money.</p> <p>Rosa and her family saved money in a jar. They saved it to buy a chair and a birthday present.</p>
Third Paragraph	<p>Why do you think someone would want to keep their money in a bank?</p>	<p>The text says that a bank keeps money safe. Maybe people who want to save their money put it in a bank.</p>

***Tia Isa Wants a Car* – READING 1, QUESTION SEQUENCE 1, DAILY TASK 13**

TEXT
<p>Text: <i>Tia Isa Wants a Car</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD630L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>Moderately Complex</p> <p>The organization of this text is clear and chronological. It is told from a first-person point of view. Sometimes the main character references past memories or her family that lives in a separate place, and the reader has to keep track of who the narrator is talking about. Parts of the story are told through dialogue. The illustrations support readers' comprehension.</p>	<p>Very Complex</p> <p>The language is largely explicit and easy to understand, however quite a few words are in Spanish. The text contains some Tier 2 words, like <i>swooped</i> and <i>creaky</i>, which may be unfamiliar to some readers. There are multiple instances of figurative language, like “muddy like ogre shoes” and “as tall as a pinch”. There are also some sentences with more complex meaning, like “a beach has foamy water that reaches all the places I cannot go”. There are many compound sentences, including many with dialogue.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>Moderately Complex</p> <p>There are multiple levels of meaning in this text. The theme of saving money is clear and explicit; however, the theme of missing family members who are in another places is more subtle.</p>	<p>Moderately Complex</p> <p>The experience of saving money should be common to most readers. There are some cultural references, like the food Tia Isa cooks, and some words in Spanish.</p>

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that consumers make decisions about saving and spending money.

To achieve this understanding, students will:

- ask and answer questions about key details in the text related to why the main character and Tia Isa save money;
- describe the characters, setting, and key events;
- explain connections between events in the story; and
- make inferences about the feelings and experiences of the characters.

VOCABULARY WORDS

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

- island (embedded)
- ridiculous (implicit)
- envelope (implicit)
- lot (as in car lot – embedded)

DAILY TASK

Teacher's Note: This daily task should be completed after students have read the shared reading text "All About Money" and listened to the interactive read aloud of Tia Isa Wants a Car.

Pretend you are the main character in *Tia Isa Wants a Car*. Write a letter to your family back home explaining what you and Tia Isa are doing.

Your writing should:

- introduce your topic;
- explain why you and Tia Isa are saving money;
- explain what you are doing to save up the money;
- follow the format of a friendly letter;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE




A student writes:

Dear Mami and Papi,

Tia Isa and I are saving money. We want to buy a car so we can drive to the beach. We also save money to send to you. I help make money. I give services. I teach Ms. Amy Spanish.

Love,
Your daughter

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Earlier we learned about spending and saving money. Now, we're going to read a story about people who decide to save money. As we read, let's think about why they choose to save their money and what, in the end, they spend it on."</i>	
Page 6	<p>What does Tia Isa want? Why?</p> <p>What kind of car do Tia Isa and the main character want?</p> <p>Let's stop and think about the setting of the story. Look at this picture with the seagulls. Do you think this is where Tia Isa and the main character live? Why or why not?</p>	<p>She wants a car so they can drive to the beach.</p> <p>They want a car that is green like the ocean and has pointy wings off the back.</p> <p>No. I think this is where Tia Isa used to live. The last page talked about how Tia Isa lived on an island when she was a girl. This looks like an island.</p>
Page 8	Why do you think Tio Andres tells his sister, Tia Isa, "don't be ridiculous!"?	He thinks that saving money to buy a car is silly. It will be hard to save that much money.
Page 10	<p>Tia Isa says "two piles". What does she mean?</p> <p>Let's think more about what "helping money" means. What have we learned about the main character's family?</p>	<p>They will put their money into two piles. One pile is money they will send home. One pile is money for the car.</p> <p>She does not live with her Mami. Her Mami lives back home.</p>

Page 14	<p>Explain to a partner what the main character is doing. In your response, try to use some of the vocabulary words we've learned in this unit.</p>  (This is an opportunity for a collaborative talk structure.)	<p>She is earning money. She is providing services to other people, like stacking oranges, feeding cats, and teaching Ms. Amy Spanish. She is a producer, and the people she helps are consumers.</p>
Page 16	<p>Who do you think "abuelo" is? How do you know?</p> <p>What else can we notice about this picture of abuelo, Mami, and Papi?</p>	<p>I think abuelo means grandpa. The man in the picture looks old. The letter from her Mami says that he is feeling better. Maybe he was sick.</p> <p>It looks like they are on the island. There is the ocean. There are palm trees all around.</p>
Page 18	<p>The main character says that her "secret money sock has grown into a giant money sausage." What does she mean?</p> 	<p>She has saved a lot of money. She put the money in a sock. Over time she got so much money that the sock got really full.</p>
Page 20	<p>Tia Isa says that the car will "take us all where we want to go." Where is that?</p> <p>Why do you think they want to go to the beach?</p> 	<p>The car will take them to the beach.</p> <p>Maybe the beach reminds them of the island where their family is from.</p>
Page 22	<p>Why do you think they tape a picture of the family to their new car?</p> <p>Their envelope is now empty. Do you think Tia Isa and the main character will continue to save money? Why or why not?</p>	<p>Their family lives somewhere else, and they really miss them. They hope the rest of their family will join them one day and they can all ride in the car together.</p> <p>I think so. They are saving helping money for their family. I think they will save money until the family is able to come and join them.</p>
Page 28	<p>Do you think the main character's family ever joined them? Why or why not?</p>	<p>Yes, because I see people in this picture. There's Tia Isa. Next to her is probably Tio Andres. There are two new grownups next to the main character. I think those are her Mami and Papi.</p>

"THE MONEY TREE" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 14

TEXT

Text: "The Money Tree" (*This poem is copied after the question sequence below.*)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

Non-prose

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

Moderately Complex

The poem is five stanzas long and is organized sequentially. The first four paragraphs explain the dream the author had about the money tree and the final stanza offers some reflections on the dream. Readers will have to understand that this final stanza is not a part of the dream, but rather general commentary.

LANGUAGE FEATURES

Moderately Complex

The language is largely explicit and easy to understand. The poem contains some Tier 2 words related to tree growth, like *watered*, *ripened*, and *branches*. Sentences are primarily simple and compound, however the length of sentences and the punctuation used varies across stanzas.

MEANING/PURPOSE

Moderately Complex

The poem is told from the first-person perspective. The author recounts a dream about a tree that grew money. The reader will need to recognize that the account of the money tree is fictional. The theme of the poem – that it would be nice to have an easy source of money – is implied but subtle.

KNOWLEDGE DEMANDS

Moderately Complex

The poem assumes some background knowledge related to tree growth and the care of plants. The reader also needs to be familiar with the phrase "money doesn't grow on trees" to fully comprehend the last stanza of the poem.

LESSON OBJECTIVE(S) FOR THIS READING

Students will build on the understanding that consumers make decisions about saving and spending money.

To achieve this understanding, students will:

- ask and answer questions about key details in the poem;
- infer how having a money tree would affect decisions consumers make about saving and spending money; and
- make connections to other texts read in this unit.

VOCABULARY WORDS

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

- glittered (implicit)
- ripe (embedded)
- pluck (implicit)

DAILY TASK

Imagine that you are either Vera B. Williams, the author of *Something Special for Me*, or Meg Medina, the author of *Tia Isa Wants a Car*. You decide to rewrite your book. In your new book, the main character is actually able to grow a money tree. How would having a money tree change the main character's actions?


Your writing should:

- introduce your topic;
- tell how the story would be different if the main character had a money tree;
- use evidence and vocabulary from texts;
- provide some sense of closure; and
- include correct capitalization and punctuation.

POSSIBLE STUDENT RESPONSE

A student writes: "The story *Something Special for Me* would be different if Rosa had a money tree. Rosa would buy the skates, the clothes, the camping stuff, and the accordion. She could spend a lot of money. The cost would not matter."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "We've learned a lot about how consumers make decisions about saving and spending money. Now, we're going to read a fun poem that will make us think</i>	

	<i>about how consumers might make different choices if they didn't have to think about cost."</i>	
First Stanza	Is the money tree real? How do you know?	No, it's not real. The author says she dreamed she grew a money tree. If it's in her dreams that means it didn't happen.
Third Stanza	What kind of money grew on the tree? How does the author describe the money on the tree?	Dollar bills and coins grew on the tree. It had flowers and seeds made of money. It grew and glittered.
Fourth Stanza	Do you think there is a lot of money on the money tree? Why do you think that?	I think the tree has a lot of money. The poem says that on windy days the author would hold a great big bucket. A great big bucket would fit a lot of money.
Fifth Stanza	The author says, "I wish it did". What is she wishing for? Why do you think the author wishes that money grew on trees?  (This is an opportunity for a collaborative talk structure.)	She is wishing that money really did grow on trees. If money grew on trees, we would have a lot of money. We could buy a lot of things. We would not have to worry about the cost of things if we had a lot of money.
After Reading	How would life be different for you and your family if you had a money tree?	If I had a money tree I could buy any toy I wanted whenever I wanted to. Right now I have to save money from my birthday and holidays if I want to buy something. With a money tree, I wouldn't have to save. I would just be able to pick money off the tree if I needed it.

"The Money Tree"

I dreamed I grew a money tree
outside in my yard.
My job was to care for it
and I worked very hard.

I saw that it was watered.
It grew so straight and tall
and when the money ripened
I picked it in the fall.

The flowers were green dollar bills,
the seeds inside were coins,
and others grew and glittered
where all the branches joined.

On windy days I stood below
and held a great big bucket.
Other days I climbed right up
to find one ripe and pluck it.

People say that money
doesn't really grow on trees.
I know. I only wish it did
just like in my dreams.

"The Money Tree", from the book, "Barking Spiders and Other Such Stuff", by C.J. Heck. Reproduced with permission from the author.

END-OF-UNIT TASK

END-OF-UNIT TASK

The Tennessee Department of Tourist Development wants people to know about Tennessee. It has asked for your help creating a brochure that explains information about Tennessee's government and economy. Create a brochure that includes:

- a section that explains the responsibilities of different leaders in Tennessee's government;
- a section that explains the responsibilities of citizens in Tennessee;
- a section that describes the goods and services Tennessee produces;
- a section that explains why the goods and services produced in Tennessee are important for consumers; and
- a front cover with an appropriate title.

In each section, be sure to:

- name the topic of the section;
- supply some facts about the topic based on the texts we've read;
- include evidence and vocabulary from the unit;
- provide some sense of closure; and
- include correct capitalization and punctuation.

STUDENT RESPONSE

Inside of brochure

Leaders in government have important jobs. The legislative branch makes the laws. The executive branch is the governor. He enforces the laws. The judicial branch decides if someone breaks the law. The government builds schools and roads. It pays teachers and police officers. It keeps us safe.	Citizens have important jobs too. They pay taxes. They vote. Citizens should help people and protect their rights. <i>(The student draws a picture of a person voting at a voting booth.)</i>	Producers in Tennessee make a lot of goods and services. Tennessee produces cotton and soybeans. It produces cattle and sheep. Tourists come here to listen to music. That is a service. <i>(The student draws a picture of cows and sheep grazing in a field.)</i>
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Outside of brochure

(back panel) Consumers depend on cotton to make jeans. They depend on sheep to make sweaters. These goods are produced in Tennessee. <i>(The student draws a picture of a person wearing blue jeans and a sweater.)</i>		(front panel) Learn about the government and economy in Tennessee!
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END-OF-UNIT TASK RUBRIC

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)	Each of the four brochure sections does not give information about Tennessee's government and economy	Each of the four brochure sections includes only 1 piece of information about Tennessee's government and economy	Each of the four brochure sections includes at least 2 pieces of information about Tennessee's government and economy	Each of the four brochure sections includes 3 or more pieces of information about Tennessee's government and economy
Word Choice (Content Vocabulary)	Uses 0 content vocabulary words to explain Tennessee's government and economy (e.g., governor, vote, taxes, rights, goods, services, producers, consumers)	Uses 1-2 content vocabulary words to explain Tennessee's government and economy (e.g., governor, vote, taxes, rights, goods, services, producers, consumers)	Uses 3 content vocabulary words to explain Tennessee's government and economy (e.g., governor, vote, taxes, rights, goods, services, producers, consumers)	Uses 4 or more vocabulary words to explain Tennessee's government and economy (e.g., governor, vote, taxes, rights, goods, services, producers, consumers)
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 title on the brochure, few supporting pictures are included, and few labels, words, or sentences are included	The brochure may include a title, some supporting pictures and/or labels, words, and sentences are included	The brochure includes a title and supporting pictures, labels, words, and/or sentences	The brochure includes a title 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.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings</i>*)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

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.	
<ul style="list-style-type: none"> • 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.	
<ul style="list-style-type: none"> • 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.	
<ul style="list-style-type: none"> • 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.	
<ul style="list-style-type: none"> • 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