

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE K 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 other components of the literacy block.*

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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.

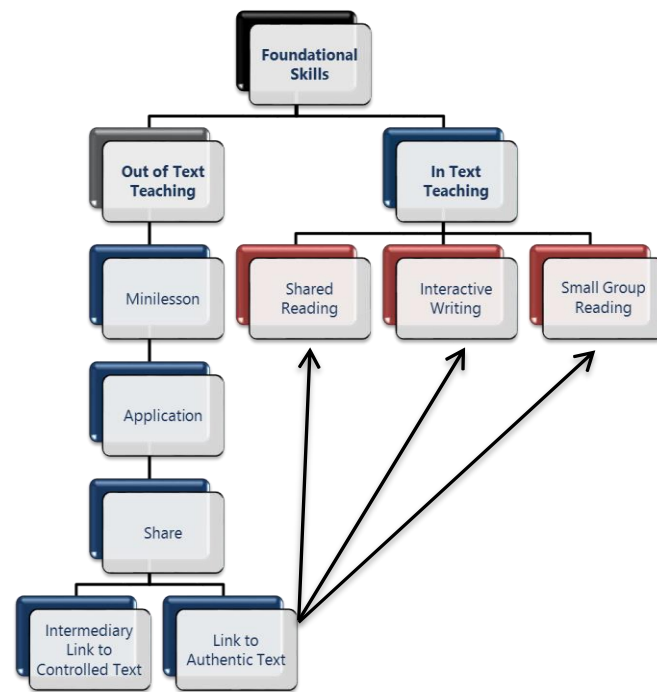
Foundational Skills Practice Out of Text and In Text

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.

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?

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:

Interdependence in our Community

Enduring Understandings:

Communities work (function) through interdependence.

Essential Questions:

How do communities “work” (function)? How does choice impact the way communities function?

Disciplinary Understandings:

Citizens in a community take responsibility for themselves and for one another. Leaders/authority figures and citizens in a community cooperate to make and follow rules and laws that are fair. People in a community produce, consume, and exchange goods and services to meet needs & wants of individuals & groups. People in a community have different jobs to earn money that they choose to save or spend.

Guiding Questions:

How do people living in community cooperate with one another? How do people living in community meet their own and others’ needs and wants?

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:

Pretend you are a worker in your community and you are going to be a speaker at your school’s Community Day where they highlight and celebrate different community workers who provide goods and services for the people in the community.

Use a combination of drawing, dictating, and writing to create a speech that you will present at the Community Day event. Your speech must describe your job duties, explain how you help the community by providing goods and services that people want and need, and describe how the community depends on you and you depend on the other people in your community. You will practice presenting your speech to a classmate.

Be sure to include:

- at least three details about the community worker you are pretending to be;
- how the community depends on your worker to meet their needs and get the things they want;
- how your worker depends on the community;
- at least three unit vocabulary words;
- evidence from the texts we have read; and
- sentences that begin with capital letters and end with punctuation marks.

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 ...

All Through My Town (SR)

Do Unto Otters (IRA)

What if Everybody Did That? (IRA)

Career Day (IRA)

Clothesline Clues to Jobs People Do (SR)

What Do Grown-ups Do All Day? (IRA)

Good Morning, City (IRA)

Lily Learns About Wants and Needs (IRA)

Those Shoes (IRA)

A Chair for My Mother (IRA)

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

UNIT CONTENT GOALS

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

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



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



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

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

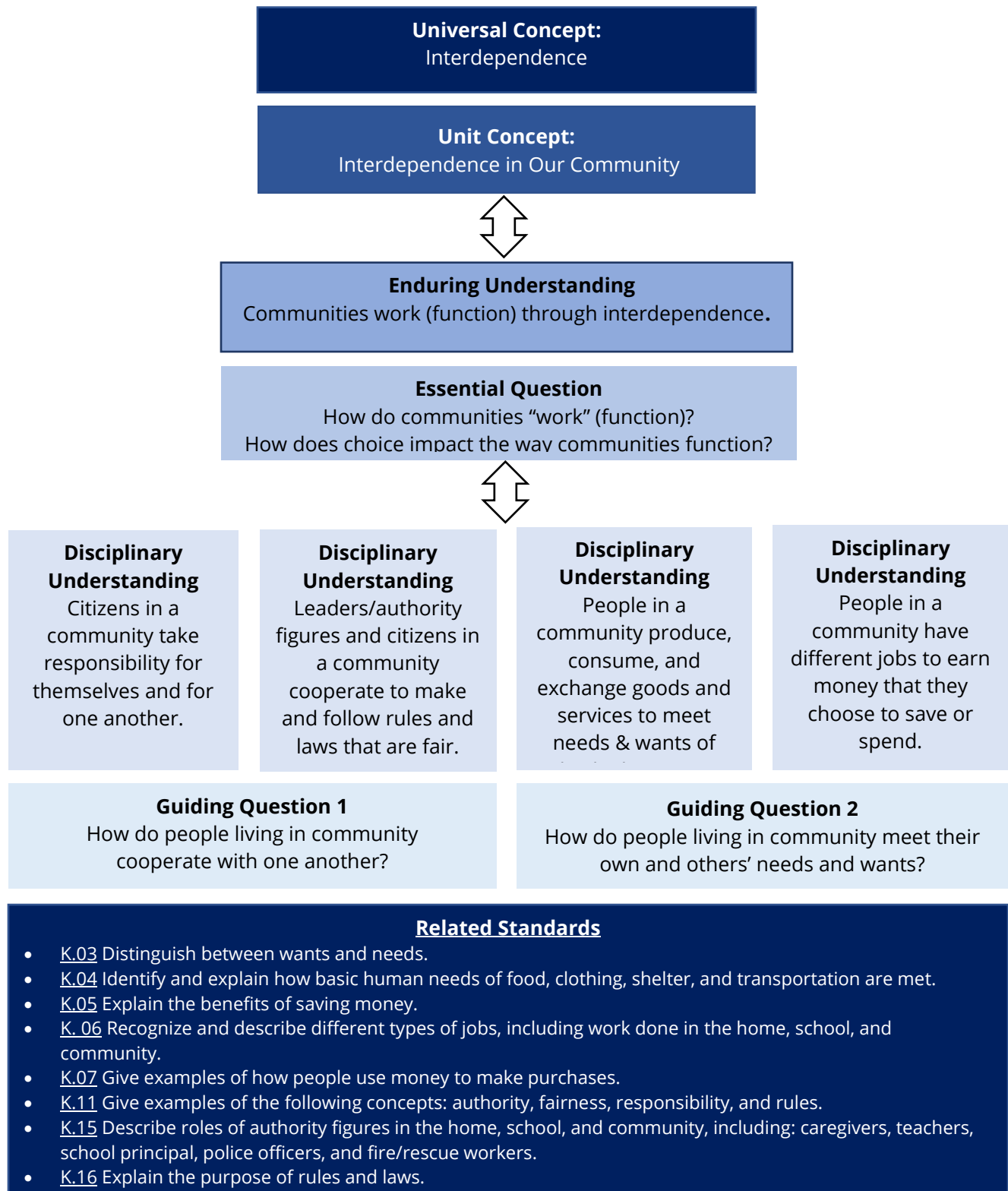


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding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

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

UNIT CONTENT GOALS

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



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

- K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: LITERATURE

- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.RL.CS.5 Recognize common types of texts.
- K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
- K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
- K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: WRITING

K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

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

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

K.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

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

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

CONNECTED STANDARDS: SOCIAL STUDIES

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.

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>All Through My Town</i>	Jean Reidy
<i>Do Unto Otters</i>	Laurie Keller
<i>What if Everybody did That?</i>	Ellen Javernick
<i>Career Day</i>	Anne Rockwell
<i>Clothesline Clues to Jobs People Do</i>	Kathryn Heling
<i>What Do Grown-ups Do All Day</i>	Virginie Morgand
<i>Good Morning, City!</i>	Pat Kiernan

<i>Lily Learns about Wants and Needs</i>	Lisa Bullard
<i>Those Shoes</i>	Maribeth Boelts
<i>A Chair for My Mother</i>	Vera Williams

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>A Place to Live</i>	Linda Staniford
<i>Don't Let the Pigeon Drive the Bus</i>	Mo Willems
<i>Look Where We Live!: A First Book of Community Building</i>	Scot Ritchie
<i>What Do People Do All Day?</i>	Richard Scarry
<i>Officer Buckle and Gloria</i>	Peggy Rathman
<i>On Linden Square</i>	Kate Sullivan
<i>City Green</i>	DyAnne DiSalvo-Ryan
<i>Katy and the Big Snow</i>	Virginia Lee Burton
<i>It Takes a Village</i>	Hillary Clinton (picture book illustrated by Marla Frazee)
<i>"Governor", "Mayor", "Congress", "City Council" videos</i>	Pebble Go
<i>"In My Neighborhood", "In My Town", "In My State" videos</i>	Pebble Go
<i>In the Town All Year 'Round</i>	Rotraut Susanne Berner
<i>Bunny Money</i>	Rosemary Wells
<i>Maybe Something Beautiful</i>	F. Isabel Campoy

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
fetching sorting greet dashing healing	polite considerate cooperate forgiving manners Golden Rule	consequence manager patrolman glared shooed autograph responsible safe	introduces pounds orchestra paleontologist sanitation truck	clothesline hue rescue
Day 6	Day 7	Day 8	Day 9	Day 10
workplace job develop skills abilities emergency patient	harvest crops demolish expert	depend goods services glimmers stoop greet grocer market dawn	diners screech scurry floods	need want choice
Day 11	Day 12	Day 13	Day 14	
Velcro nod grip set aside thrift shop good money limp shuffling shrug	guidance counselor	savings bargain boost exchanged	spoiled destroyed	

TEXT

Text: *All Through My Town*

Question Sequence: First Read

Instructional Strategy: Shared Reading

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

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

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

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QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The text includes unconventional, non-standard prose; poetic structure. The vibrant and sophisticated graphics are essential to understanding the text, and provide additional information.

LANGUAGE FEATURES

The language features are moderately complex. Features are largely explicit with some occasions for more complex meaning (ears of corn, laugh away a frown). Vocabulary is mostly contemporary & conversational. Some complex sentence structure (Tossing, fetching, bending, stretching.) is included.

MEANING/PURPOSE

The purpose is moderately complex. The theme is clear, but conveyed with some subtlety because the little boy is using "play" to illustrate happenings in his town (which doesn't become clear until the end).

KNOWLEDGE DEMANDS

The knowledge demands are slightly complex. This single theme portrays common and everyday experiences. There are no references to other texts.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that towns are busy places and many things happen in a town throughout a day.

To achieve this understanding, students will:

- describe the relationship between illustrations and words describing what is happening in the town;

- identify the rabbit and his mom as the characters that are taking a walk through the town;
- identify what the workers are doing in the community; and
- use drawing, dictating, and writing to describe at least three things the rabbit and his mom did or saw happening in the town.

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.

- fetching (embedded)
- sorting (embedded)
- greet (implicit)
- dashing (embedded)
- healing (explicit)

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

Imagine you are the little rabbit in the book. You saw a lot of things happening in town today with your mom, and now she is so tired that she fell asleep at the end of your busy day. When your dad got home, he wanted to know what made your mom so tired. Draw, label, and write to tell your dad about at least three things you and your mom did or saw happening in the town. Tell your dad the details of what you saw, such as who was working and what were they doing. Use the illustration at the end of the book to guide your thinking.

In your writing, be sure to include:


- illustrations of three different things you did or saw;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.


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


POSSIBLE STUDENT RESPONSE

Student draws a picture of a firetruck and dictates or writes: We saw firemen come in a firetruck because a lady's food was on fire. Student also draws a picture of the mouse working on the sidewalk and dictates or writes: We saw orange cones because there was a worker fixing something under the sidewalk. Student also draws a picture of giving a flower to someone sick and dictates or writes: We made a sick lady feel better by giving her flowers that we got from the store.

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 Pages 1-2	<p><i>Teacher's Note: Since this text is fairly short, you may want to have students read it more than once using a variety of support structures for shared reading such as echo, cloze, and partner reading.</i></p> <p><i>Teacher's Script: "We will be reading texts about how people in communities live and work and how they help each other. This text describes many places in a community that people visit and the community people who work there and help each other."</i></p> <p>What does the author mean by rising and waking? What do the illustrations help you understand about rising and waking?</p>	<p>Rising and waking means that people are getting out of bed and waking up from sleeping. The illustrations show the people in the town getting up early in the morning and getting ready for the day.</p>
Page 6	<p>Who is tossing, fetching, bending, and stretching in the text?</p> <p>How is this like the people you see throughout your town/neighborhood?</p>	<p>The animals in the town (shown in the picture) are doing these actions. The raccoon is tossing, the dog is fetching, and the skunk/leopard/elephant are bending and stretching.</p> <p>My friends and I toss and fetch balls in my neighborhood.</p>
Pages 7-8	<p>The author writes, "Brushing, shaving. Good-bye waving- my town in the morn." What does the author mean by "my town in the morn"?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>What are some of the types of transportation we see on these pages? Why do you think people use different ways to get around?</p> <p>How do the words and illustrations help us understand that these are things that happen in the morning?</p>	<p>The author is referring to what happens in and throughout the town/neighborhood during the morning time.</p> <p>I see a car, a taxi, and a train. I think people use a train when they have to go really far.</p> <p>The illustrations and words help me to understand that it's morning because</p>

		the people are waving and getting in different kinds of transportation to leave for the day.
Pages 9-10	<p>What different types of businesses do we see here? How do you know?</p> <p>What do the little boy and his mom get here? Why do you think they got a flower? Do you think they need the flower? Let's make a prediction and then later in the text we will check to see if our predictions were correct.</p>	<p>There are food shops, a flower store, and a place to get treats for your dog. I can tell there are food shops because you can see cheese and bread in the illustrations.</p> <p>They got a flower. I think they are going to put it in their garden. They need it to make their garden pretty.</p>
Pages 11-12	Do you think the little boy is old enough to go to school? Why or why not?	I don't think he is old enough to go to school because he is in the baby stroller with his mom. If he were old enough, he would be getting off the bus and wearing a backpack like the other kids.
Pages 15-16	<p>How is this town's street busy? What is going on?</p>  <p>How is this like the streets in your town/neighborhood?</p>	<p>The animals in this town, like us, are doing many different things on this street. Some are walking, going to different places, riding a bike, cooking, carrying books, taking pictures, and watching the firemen and ambulance rush to help.</p> <p>My neighborhood gets really busy when we are getting picked up from school. There are cars everywhere.</p>
Pages 17-18	Why are there orange cones and nails on these pages? What do you think this worker is called and what do you think he is doing?	The orange cones are to keep people safe from falling in the hole while the man works. I think the worker is a construction worker and he is using nails to fix things.
Pages 19-20	<p>Were our predictions correct? Did they need the flower?</p> <p>Who are the workers we see here? Why do they work here?</p>	<p>No, I predicted it was for their garden but they are giving it to a sick lady in the hospital. They did need the flower to make the lady feel better.</p> <p>These are doctors and nurses. They have to work here to take care of the sick people.</p>

<p>Pages 25-26</p>	<p>How does the boy's toys compare to the town?</p> <p>Who do you think is telling this story? How do you know?</p>	<p>The boy's toys are models of the town we just read about.</p> <p>The little boy because we see him playing with his town toys that look just like the town describe. He is using his imagination and experiences about what happens in his town to tell the story.</p>
	<p>Let's think about all the workers the little boy and his mom saw today. Where are some places they went? Who worked in these places and how do they help people in the community?</p> 	<p>They went to a restaurant so they could get food. There was a person cooking. This helps people so they aren't hungry. They saw workers that were selling flowers and dog treats. These workers help them get the things they need. The construction worker helps keep the sidewalks safe.</p>

TEXT

Text: *Do Unto Otters*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

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 COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD460L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The organization is clear and chronological, and most illustrations directly support and assist in text interpretation. Some graphics are sophisticated, and text features enhance understanding.

LANGUAGE FEATURES

The language features are very complex. Features are fairly complex with some abstract language (foreign languages). There is some academic language that may be unfamiliar (old saying, pretty please) to students, and many complex and varied sentences.

MEANING/PURPOSE

The text meaning is slightly complex. The theme is explicitly stated at the beginning of the text, treat others as you would like to be treated. However, full understanding of this theme is revealed throughout the text with varied examples of how to follow the “Golden Rule”.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. There is a mixture of simple and complex ideas with some elements of practical knowledge and references to outside ideas.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that all members in a community must take responsibility to follow rules/laws and be a good neighbor by treating everyone the way you would like to be treated. Following the “Golden Rule” helps build good friends/neighbors.

To achieve this understanding, students will:

- identify Mr. Rabbit and the Otters as characters in this text;
- use illustrations and words to understand how to treat others and how this translates into the Golden Rule;
- describe the relationship between words and illustrations to highlight key details from the text; and
- describe the ideas that Owl shared with Mr. Rabbit; and using a combination of drawing, dictating, and writing create an advice card for Mr. Rabbit

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.

- polite (explicit)
- considerate (explicit)
- cooperate (explicit)
- forgiving (embedded)
- manners (embedded)
- Golden Rule (embedded)

DAILY TASK

Imagine you are Mr. Owl. Write a note to Mr. Rabbit that he can hang in his treehouse that will help him remember how to treat the otters. Use a combination of drawing, dictating, and writing.

In your writing, be sure to include:

- illustrations to help Mr. Owl remember how to treat the otters;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



POSSIBLE STUDENT RESPONSE

Dear Mr. Rabbit,

Please remember to always say thank you. This is called being polite. You should always be considerate too.

Your friend,
Mr. Owl

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 Pages 1-3	<i>Teacher's Script: "Let's continue to think about how people in a community can live together, respect each other, and help each other."</i> What differences do you notice about Mr. Rabbit between pages 1-2 and page 3? How did he change?	Mr. Rabbit is happily hopping along singing Doo-Dee-Doo on pages 1-2. On page 3, he stops singing with a DONK and has a worried/scared look on his face after seeing the otters.
Pages 5-6	How does Mr. Rabbit feel about the otters becoming his new neighbors? How do you know?  (This is an opportunity for a collaborative talk structure.) What do you notice about the black and white text on this page?	Mr. Rabbit seems to be unhappy about the otters becoming his new neighbors. He is afraid that they won't get along because he's unsure about them and daydreams about them not getting along. The black and white words and pictures show angry faces, weapons, and unkind words (like they are fighting/arguing).
Pages 7-8	What advice does Owl give Mr. Rabbit? What does this advice mean? 	Owl advises Mr. Rabbit to simply "Do Unto Otters, as you would have Them Do Unto You" Treat the others the same way you'd like others to treat you. (Golden Rule)

Pages 11-15	According to the text how does Mr. Rabbit want the Otters to treat him?	Mr. Rabbit wanted the Otters to know when to say "Thank You" & "Excuse Me", and "Be Honest"
Pages 19-20	According to Mr. Rabbit, how can otters be considerate?	Otters can be considerate by being a good listener, being patient, being on time, not littering, and helping neighbors.
Pages 25-26	What are some ways that Mr. Rabbit would like otters to share?	Mr. Rabbit would like for otters to share their favorite books, activities, and treats.
Pages 31-32	<p>What simple advice can Mr. Rabbit and the otters follow to become good friends/neighbors?</p> <p>If the otters and rabbit follow these rules, what will happen in their community?</p> <p>Are these rules fair for people who live together in a community? Why?</p> <p>What are some qualities of good neighbors in our classroom community? How can we apply this advice to our classroom community?</p>	<p>They can treat each other the same way they want to be treated. (Golden Rule)</p> <p>They will be happy because they are getting along and not fighting with each other.</p> <p>Yes, these rules are fair because people in a community should not have to worry if their things are returned when someone borrowed them.</p> <p>Good neighbors in our classroom should be honest and polite. This helps us all feel good. We should follow all of these rules in our class so that everyone gets along.</p>

RESOURCE

Teacher's Note: To support students with the daily task, as a class create a "Golden Rules" anchor chart like the one below to highlight Mr. Rabbit's ideas for following Owl's simple advice.

Idea (Quality)	How to display/take action
be friendly	Good eye contact, nice smile
cooperate	Work well together
play fair	Take turns, follow the rules

WHAT IF EVERYBODY DID THAT? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *What If Everybody Did That?*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

450L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. Connections between some ideas are implicit, and events don't necessarily follow chronological order. Colorful and detailed mixed media graphics illustrate consequences to the clueless actions of a little boy and support text understanding.

LANGUAGE FEATURES

The language features are moderately complex. This text is mostly explicit with some occasion for complex meaning. The vocabulary is mostly familiar and conversational with a few unfamiliar words (consequence, manager, shooed). There are a mixture of simple and complex sentences.

MEANING/PURPOSE

The meaning of this text is moderately complex. The meaning is subtle, but easy to infer. Interpretation of graphics will require students to make connections to consequences of small mishaps/infractions (disregarding rules).

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. Some practical knowledge about following rules/being a good citizen are needed. Some idea descriptions and graphics may be abstract. There are few allusions to outside ideas.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that community members depend on each other to take care of our world and each other, as well as the impact of following rules and laws on the members of the community.

To achieve this understanding, students will:

- describe how the action of one person can impact the community, and there may be consequences for that irresponsible act;
- identify the irresponsible acts of the main character;
- use text illustrations and words to understand that everyone needs to be responsible and follow the rules; and
- use drawing, dictation, and writing to create a sign illustrating the little boy being responsible (the right way to act in each setting).

VOCABULARY WORDS

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

- consequence (explicit)
- manager (embedded)
- patrolman (embedded)
- glared (explicit)
- shooed (implicit)
- autograph (embedded)
- responsible (explicit)
- safe (embedded)

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

Select a “wrong choice” from a page in the text that the boy made. Think about how you could help the boy make the “right choice”. Draw and label the wrong choice on the left. Draw and label how the boy can make a right choice on the right. Write about how this new, better choice helps take care of our world and each other.

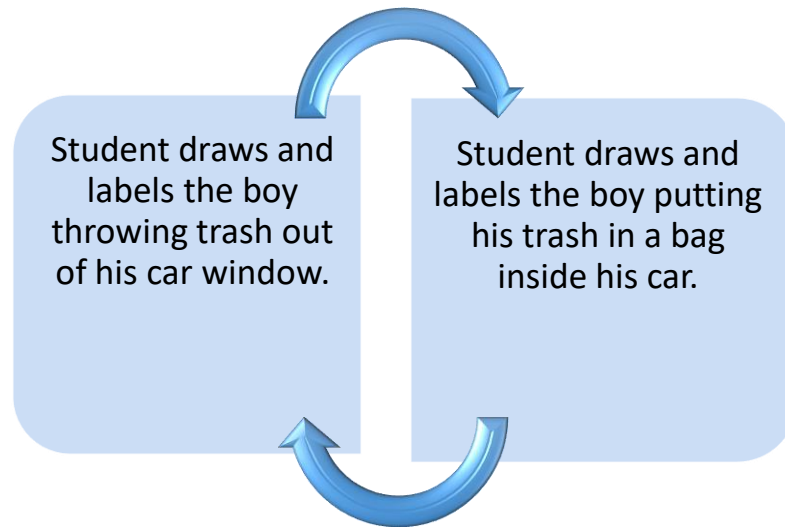
In your writing, be sure to include:

- illustrations for a wrong choice and a right choice;
- labels or sentences that describe how the new choice takes care of our world;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Teacher’s Note: Students will rewrite a selected page and include an illustration to show the boy making the right choice/being responsible versus the wrong way that he chose in the text. Students’ sentence(s) should




explain why it's important to do the right thing/how the better choice helps take care of our world and each other.

POSSIBLE STUDENT RESPONSE



It is important that we only put trash in trashcans. This keeps our roads and communities looking nice and clean.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Teacher's Script: "Today we will be reading about a boy who is learning about the importance of following rules in his community."</i>	
Pages 3-4	<p>Why is it a problem to run fast with a cart in a grocery store? What are the rules for using a grocery cart?</p> <p>Why are these rules important for the people who are shopping in the store?</p>	<p>It's a problem because you might knock someone down and cause things to fall off the shelves. You should always walk when pushing the grocery cart in the store, stay on the right hand side, like we do in the hallway, and watch out for others.</p> <p>If you push the grocery cart the right way, you can keep yourself & others safe in the store and keep from damaging</p>

		the store.
Pages 5-6	We see in this illustration that the family was stopped by the police for littering. Did you know that it's against the law to litter? Why might this be against the law? Use the illustrations to help you?	I think it's against the law because it makes the sides of the road look really unclean. I see animals in the picture, and I think the trash could hurt the animals.
Pages 7-8	What does the text show as a possible consequence if everybody licked the frosting off the fancy cake?	The cake would be ruined if everybody licked off the frosting, and the married couple would become sad and/or angry.
Pages 11-12	Why is it not a good idea for you to share something important (that's not an emergency) during story time?  (This is an opportunity for a talk structure.)	If everyone shares during story time, we may not be able to finish the story or forget what the story was about. Also, it would not be fair that one student gets to share and not the rest of us.
Pages 17-18	What things do we know about the character from the way he behaves? What do the characters choices tell about him? 	I think the boy doesn't think it's important to follow rules. He keeps choosing to do things that might cause others to get hurt like standing on the bus.
Pages 23-24	What is this text really about? Why is it important that we learn about this? 	This text is trying to teach us that there is a reason we should follow the rules. Sometimes we might think that if we are the only ones that break rules, that it's not so bad. But this text is helping us to learn that every single person should follow the rules.
Pages 27-28	Would it be a good idea for everybody to give their mom a hug? The author changes the color on the phrase "What if everybody did that?" on this page. Why do you think he did that? So what do you think the author wants us to think about when we are deciding on what behaviors or actions we should take?	Yes because it would show her that you care about her, make her feel good, and she can hug you back. All the other times the author said this, it was to think about all the bad things that could happen, but this is a good thing. The author wants us to think about what our actions and behaviors will mean for others.

Page 29	Our actions can shape our community in good or bad ways. Unlike the character in this text, how can you be responsible in your community?	I can make sure that I follow all the rules in my community, and not litter like the boy.
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CAREER DAY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: *Career Day*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD430L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The colorful graphics support text understanding. The connection between some ideas is subtle.

LANGUAGE FEATURES

The language features are very complex. Dialogue is included throughout the text. There are many hyphenated and complex sentences that include unfamiliar and academic vocabulary (bulldozer, pounds her gavel, orchestra, paleontologist).

MEANING/PURPOSE

The meaning is moderately complex. The meaning is implied, but easy to identify. Each student invites a special person to share about the job they do (career). All of the visitors work to help the community.

KNOWLEDGE DEMANDS

Knowledge demands are very complex. There is a mix of familiar and challenging ideas (recycling impact on the community)/phrases (order in the court, sanitation truck) and specialized content knowledge.

LEARNING OBJECTIVE(S) FOR THIS READING

Students will understand that a community has many kinds of workers/jobs to make it safe and run smoothly (meets the need of the community).

To achieve this understanding, students will:

- recognize that different jobs have a special title and people in the community have different job titles;
- use text illustrations and words to understand how each worker helps the community by doing his/her job; and
- use drawing, dictation, and writing to compose a thank you note to show appreciation to a community worker.

VOCABULARY WORDS

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

- introduces (embedded)
- pounds (implicit)
- orchestra (embedded)
- paleontologist (embedded)
- sanitation truck (implicit)

DAILY TASK

Imagine these visitors just came to our class to tell us about the work they do. Select one of the jobs from our class job chart and write that visitor a thank you note.

In your writing, be sure to include:



- the name of the person and his/her job;
- a description of what the person does in the job;
- an explanation for how the job helps the community;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.


POSSIBLE STUDENT RESPONSE

Dear Eveline's Mother,

Thank you for working as a hospital nurse. I'm glad you feed the babies when they are hungry. You help our community by taking care of all the newborn babies.

Love,
Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Create an organizer and add job/worker details throughout the reading (students help to fill in the chart/organizer). See example in resource section following the question sequence.</i></p> <p><i>Teacher's Script: "In this text, Career Day, we will be learning about people who have different jobs in the community and how these jobs are needed by the people who live there. Their careers are the work they do to make money."</i></p>	
Pages 4-5	How is Mr. Lopez's work helpful for the community?	He is helping build the new library. This is helpful so that the students can have lots of books to read.
Pages 8-9	<p>Who is Kate's visitor? What does he do?</p> <p>This text is called <i>Career Day</i>. Before we began reading, we said that careers are work people do to make money. What does Kate's dad's job make you think about the kinds of things you can do to make money?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>Kate's visitor is her dad. He plays an instrument in an orchestra.</p> <p>I think you can make money doing different types of things. Before, I didn't know playing in an orchestra could be a way to make money.</p>
Pages 14-15	<p>Who is Sarah's visitor? What work does she do?</p> <p>How does her visitor help the community?</p>	<p>Sarah's visitor is her grandmother. She is the school's crossing guard.</p> <p>She helps everyone cross the street safely before and after school.</p>
Pages 18-19	<p>Here we read that Jessica's mother helps sick animals feel better. Do you think she only makes the animals feel better? What makes you say that?</p> <p></p>	I think she makes their owners feel better too. If my pet were sick, I would be sad. If a vet made my pet healthy, I would feel better too.

Pages 20-21	Let's think back to the text we read yesterday, <i>What if Everybody Did That</i> . Remember when the boy threw his trash out of the car window. What could the boy from that text learn from Sam's visitor?	Sam's visitor could show the boy how trash belongs in trash bags.
Pages 28-29	<p>What does the author mean when she says, "Grown-ups sure have interesting work to do! And so do we."?</p> <p>How does the illustration help you know the kind of work kids do? Why are the kids' jobs important for their classroom community?</p>	<p>She means that grown-ups and kids both have to work.</p> <p>I see the chart on the wall with the jobs the boys and girls have in the classroom. I can see them doing their jobs. Their jobs help keep the classroom clean and taken care of.</p>
	<p>How do jobs make a difference in our community?</p> 	Different jobs help communities in different ways. The work people do can help our communities be safe and clean.

RESOURCES

Teacher's Note: Create an anchor chart as a class to support students in the daily task.

Visitor (in the text)	Job Title	How this job helps the community
Eveline's Mother	Nurse at hospital	Takes care of newborn babies
Jessica's Mother	Veterinarian	Takes care of animals
Mr. Siscoe's teacher	Professor	Teach grown-ups in college

CLOTHESLINE CLUES TO JOBS PEOPLE DO – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: *Clothesline Clues to Jobs People Do*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

490L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is mostly predictable with clear and explicit organization. There are simple graphics that support understanding of the written text.

LANGUAGE FEATURES

The language features are moderately complex. There are clear conventions and mostly familiar vocabulary with some academic vocabulary (uniform, suspenders, and, community job names). The sentences are mostly simple with some complex constructions (rhyming verse).

MEANING/PURPOSE

The text meaning is slightly complex. The meaning is clear and explicit. Students can use clever clothing clues to determine common job types of workers in the community.

KNOWLEDGE DEMANDS

Knowledge demands are slightly complex. Students will need practical knowledge of clothing used for different community jobs. Students should make connections from previous texts to figure out the job using the clothes on the clothesline as clues.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that each job requires specific tools to help the worker do his/her job well. Also, the people that do these jobs help the community run smoothly and safely to meet the needs of the people in the community.

To achieve this understanding, students will:

- use clues from the text's illustrations to identify common jobs in the community and recognize that tools are needed for each job;
- through verse (rhyming words) and colorful illustrations, identify special clothes and tools for each community job;
- use illustrations and words to understand how different community workers help the community; and
- use drawing, dictation, and writing to create a Supply Superstore order for a selected community worker.

VOCABULARY WORDS

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

- clotheslines (embedded)
- hue (embedded)
- rescue (embedded)

DAILY TASK

Just like we depend on each other in our communities, workers depend on their tools to do their job well. Imagine that you need to place an order for two tools from two of the community workers that you read about in our text. You will complete a Supply Superstore Order Form for at least two tools the workers need to do their job well. In your order to the Supply Superstore, draw a picture and label the tool in the circle. Then write why the worker needs this tool to do their job well in the box next to it.

In your writing, be sure to include:


- illustrations for two tools the workers need to do their job well;
- labels or sentences that describes each of the two tools and why the worker needs each tool;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



Teacher's Note: Model an example, if needed, with the students using a different tool in their writing from what you used in your model. Please see student packet for the order form.

POSSIBLE STUDENT RESPONSE

Student draws and labels a whisk. "The chef needs a whisk to stir foods."

Student draws and labels a saw. "The carpenter needs a saw to be able to cut wood for things she is building."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Since this text is fairly short, you may want to give students more than one opportunity to read it using a variety of support structures for shared reading such as echo, choral, or cloze reading.</i></p> <p><i>Teacher's Script: "Today we will learn about tools and clothes that people in our community need to do their job. Let's think about how these jobs help people who live in the community."</i></p>	
Pages 2-3	<p>The author describes the clothes worn by this worker to be a cap, shirt, and pants. Sometimes this worker might not wear a cap in your neighborhood, but carrying a bag of letters helps us think about who this worker might be. Who is this worker? What is this worker's job?</p>	<p>A mail carrier/post office worker uses a cap, uniform, and might carry a bag of letters.</p>
Pages 8-9	<p>Now that we know this worker is a farmer, what clues did the author or illustrator give on the prior page that helped us know?</p> <p>How might a farmer help his community? What in the illustration helps you to think that?</p> <p> (This is an opportunity for a talk structure.)</p>	<p>The illustrator drew a rooster. I know that roosters are on farms.</p> <p>It looks like this farmer is loading his truck with food to take it somewhere. Maybe he is going to sell it to others. This would help people have the food they need.</p>

Pages 10-11	Who uses oven mitts, an apron, sometimes a hat, and has recipes? What makes you think that? How do these tools help this worker?	I think it's someone that cooks because my grandpa wears an apron when he is grilling. I've also seen my mom use oven mitts so she doesn't burn her hands. The recipe helps the worker make the food right.
Pages 16-17	We see that the artist is wearing the smock. On the previous page, it looked like the smock had some paint stains. Why might this be important for the artist to wear?	I think it protects his clothes from his paints.
Pages 20-21	<p>What tools are important for the carpenter to do her job well and why?</p> <p>Using the clues in the picture, how might this carpenter help her community?</p> 	<p>She needs the saw and measuring tape so that she can cut the wood the correct size.</p> <p>I think that maybe the carpenter builds mailboxes and birdhouses for the community. They need mailboxes so they can get their mail and the birdhouses will make their community nice and pretty.</p>
Pages 24-25	Think back to the first text, <i>All Through My Town</i> . We saw firefighters with tools in that text too. How is this the same and different from the firefighters in that text?	The firefighters in the first text were going to use their hose to put out the fire. This firefighter is just using her hose to wash her firetruck. They both need their hoses.
Pages 30-31	<p>Do you think these workers are all part of a community? What makes you think that? How are they showing that they are part of a community?</p> 	I think they are because they are all coming to the astronaut's launch party. The chef brought a cake and the firefighter is there in case she needs to put out a fire.
	<p>How do the pictures help you guess what jobs they do?</p> <p>How was this text organized? Why do you think the author organized it this way?</p>	<p>The pictures give you clues about the work that the person does and a hint to figure it out.</p> <p>The author and illustrator give us clues, then we have to guess who the worker is. When we turn the page, we can see if we were right. I think it made the book fun because we get to see if we know the answer. It made me have to think about the different tools.</p>

WHAT DO GROWN-UPS DO ALL DAY? – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT

Text: *What do Grown-ups Do All Day?* Only read pages 1-13.

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1070L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. This text is a compilation of different workplaces and the people that work in those workplaces. There is not predictable pattern to the order, but there is a predictable pattern in how each workplace is organized throughout the text. There are two pages that introduce the workplace and illustrate what it looks like with several different workers performing different jobs. Text features enhance the reader's understanding of content and concepts.

LANGUAGE FEATURES

The language features are moderately complex. Language in this text is straightforward and easy to understand. Sentence structure is varied throughout the text containing simple, compound and complex sentences. Vocabulary isn't overly academic. However, given the wide range of occupations and workplaces described in this text, there will most likely be many opportunities for students to expand their vocabulary knowledge.

MEANING/PURPOSE

The purpose is moderately complex. The title and introductory information explicitly set one purpose for this text. The text provides a wide variety of different workplaces and many of the occupations associated with that workplace. There is also a more subtle or implied purpose that gets at how the each person in a particular workplace has a role and that they work together to make sure everything functions smoothly.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. The text explicitly introduces different workers within a workplace and describes a purpose for their particular job. In order to make connections to how these workers depend on each other, students will need to rely on background knowledge about different jobs and workplaces.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that there are many different types of jobs in schools and hospitals.

To achieve this understanding, students will:

- participate in collaborative conversations about the roles and responsibilities of the leaders and authority figures in schools;
- orally identify the relationship between the illustrations of the workers and the descriptions of the jobs they perform; and
- use a combination of writing and drawing to compose an informative text about how workers in a school make schools a great place to learn.

VOCABULARY WORDS

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

- workplace (embedded)
- job (explicit)
- develop (explicit)
- skills (explicit)
- abilities (explicit)
- emergency (embedded)
- patient (embedded)

DAILY TASK

It has been a long time since your parents and other family members went to school. They have forgotten about all the different people that can work in a school, and how they make schools great places to learn. Choose one of the people that works in a school. Write a note to your mom, dad, or another adult in your family to tell them about one of the workers in a school. Draw a picture of the person doing his/her job. Then write or dictate at least one sentence informing the person you are writing to about how the worker you chose helps make schools great places to learn.

In your writing, be sure to include:


- illustrations that show the worker in the school doing his/her job;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



POSSIBLE STUDENT RESPONSE


Dear Dad,


Librarians make schools great places to learn because they tell us about good books we can checkout and read.

Love,
Student

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Consider asking some of the people that work in your school to speak to the class. Have them explain how they help the school be a great place to learn. If you have a school resource officer, also consider adding this role to the list of authority figures in your school.</i></p> <p><i>Teacher's Script: "Today we will read about workers in schools and hospitals and identify the jobs that they do and how these jobs help our community."</i></p>	
Page 5	<p>What do many grown-ups do all day?</p> <p>How are jobs and workplaces different for different people?</p> <p>What are some examples of skills or abilities people use to do their jobs?</p> <p>Before we began reading we learned about the word develop, which means to grow, get bigger, or become more advanced. What does the author mean by, "Over time, people develop different kinds of skills and abilities to do their job better."? Think about a time that you have developed a skill or ability.</p> <p> (This is an opportunity for a</p>	<p>Many of them go to a special workplace to do a job.</p> <p>There are many different kinds of jobs and people can do their jobs in different places.</p> <p>People can make things with their hands, use machines, or use their brains to come up with new ideas or solutions to problems.</p> <p>She means that people get better at doing their jobs, like me becoming a better writer.</p>

	collaborative talk structure.)	
Pages 6-9	<p>Where do all of these grown-up workers work?</p> <p>In a school, and in our community, there are people we call authority figures or leaders. They are people that make sure people are following the rules and laws. When we think about a school, who would be an authority figure or leader? Why?</p> <p>The principal is the leader and authority figure of the entire school. There are others in the school that are also leaders and authority figures for students. Who might those people be? Why?</p>  <p>When we look back at the illustration on the previous page (6-7), what do you notice?</p> <p>Why do you think the illustrator included a picture like this?</p> <p>What are they all working together to do?</p> <p>Why is that important?</p>  <p>How do the illustrations help us understand what each worker does in the school?</p> <p>The text says that the custodian makes school a safe place for children. How? What other text(s) have we read that helped us understand why being clean and tidy is</p>	<p>All of these grown-ups work in a school.</p> <p>The principal is the leader of the school. The principal makes sure everyone feels happy and safe. The principal also makes sure all of the people in the school are doing what they are supposed to do.</p> <p>The teachers are also authority figures or leaders because they make sure all of the students are happy and safe. They make sure we are following the rules and learning.</p> <p>I notice a lot of different people. I see the custodian. I see teachers. I see the principal.</p> <p>The picture is showing us all of the people in a school working together.</p> <p>They are working together to make sure we are learning.</p> <p>This helps us learn new information and can help us do a job when we are grown-ups.</p> <p>The soccer ball helps me understand that the gym teacher makes sure we get exercise.</p> <p>Custodians can clean messes like spilled milk on the cafeteria so that no one falls and gets hurt like in the text, <i>What if</i></p>

	important? <i>Teacher's Note: You may want to do a quick picture walk of What if Everybody Did That.</i>	<i>Everybody Did That.</i> The little boy learned that if they don't hang up their coats, someone might slip and fall on the mess like the kid in the picture.
Page 10	<i>Teacher's Note: You might ask this question prior to showing them the picture to assess prior knowledge.</i> What workplace might you go to if you are feeling sick? What are other reasons people might go to a hospital?	You might go to a hospital. People might go to a hospital if they break a bone or they need medicine. New babies are also born in a hospital.
Pages 12-13	What job does a doctor do? What job does a nurse do? What job does a pharmacist do? Why are the jobs an ambulance driver and paramedic do important? One person on this page also works in schools sometimes. At our school, we have a nurse. Why do you think it is important to have a nurse at our school? Might they also be considered an authority figure in our school? Why? Why did this author tell us about all these people and their jobs? 	A doctor finds out what is making you sick and helps you get better. A nurse takes care of sick patients and gives them medicine. A pharmacist prepares medicine for patients. They drive people to the hospital quickly and care for them until they get there. They can take care of kids when they get sick or hurt at school. Yes. They can help us stay safe and healthy at school. They can help us make sure people are doing things to stay healthy. The author wanted us to learn about the different jobs so that we would understand that it takes a lot of people working together to make school a great place to learn. It also takes a lot of people to help sick people get better.

	<p>How do these jobs help people in the community have the things they need?</p> 	<p>Kids need to be able to go to school to learn about things like math and music. We need the people working in the school so that we can learn. Also, sick people need to be able to go somewhere to get better. They need the workers there to help them not be sick.</p>
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WHAT DO GROWN-UPS DO ALL DAY? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 7

TEXT

Text: *What Do Grown-Ups Do All Day?* Read pages 6-21.

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

1070L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. This text is a compilation of different workplaces and the people that work in those workplaces. There is not predictable pattern to the order, but there is a predictable pattern in how each workplace is organized throughout the text. There are two pages that introduce the workplace and illustrate what it looks like with several different workers performing different jobs. Text features enhance the reader's understanding of content and concepts.

LANGUAGE FEATURES

The language features are moderately complex. Language in this text is straightforward and easy to understand. Sentence structure is varied throughout the text containing simple, compound, and complex sentences. Vocabulary isn't overly academic. However, given the wide range of occupations and workplaces described in this text, there will most likely be many opportunities for students to expand their vocabulary knowledge.

MEANING/PURPOSE

The purpose is moderately complex. The title and introductory information explicitly set one purpose for this text. The text provides a wide variety of different workplaces and many of the occupations associated with that workplace. There is also a more subtle or implied purpose that gets at how the each person in a particular workplace has a role and that they work together to make sure everything functions smoothly.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. The text explicitly introduces different workers within a workplace and describes a purpose for their particular job. In order to make connections to how these workers depend on each other, students will need to rely on background knowledge about different jobs and workplaces.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that many adults in our community go to a special workplace to do a job in order to earn money and support their family and community. They will also understand how people that work in the same workplace cooperate and depend on each other to do their jobs.

To achieve this understanding, students will:

- ask and answer questions about how different workers contribute to making a worksite successful;
- orally identify the connections between two workers and how they depend on each other;
- determine the meaning of words and phrases;
- explore and use various text features such as the table of contents to determine which worksites are in this text and where to find out more information; and
- write an opinion about which workers depend on each other the most to do their jobs.

VOCABULARY WORDS

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

- harvest (embedded)
- crops (embedded)
- demolish (explicit)
- expert (explicit)

DAILY TASK

Your class is learning about how different workers in workplaces cooperate and depend on each other to do their jobs. You have been asked to share your opinion about which workers depend on each other the most in order to share at your school job fair night. Select one of the workplaces we have learned about the past two days. Draw and label a picture that illustrates how at least two workers from the same workplace cooperate and depend on each other to do their jobs. Then write or dictate sentences explaining how they depend on each other to do their jobs.

In your writing, be sure to include:


- illustrations of at least two different workers from the same workplace that cooperate and depend on each other;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.


Share your picture and writing with a partner. Tell about which workplace you chose. Explain how the workers in your picture help each other do their job.


Teacher's Note: A word bank of the different workplaces and workers might be provided for their writing task.

POSSIBLE STUDENT RESPONSE

The tractor driver and the mechanic depend on each other the most. The tractor driver helps the farmer harvest the crops. The mechanic helps fix the tractor if it breaks. They work together to harvest crops.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p>Before Reading</p> <p>Pages 6-9</p>	<p><i>Teacher's Script: "Yesterday, we learned about the workers that work in two different workplaces, a school and a hospital. Today we are going to learn about another workplace, a construction site, but first, let's take a look back at the workplaces of the school and the hospital, and think about how the different workers cooperate and depend on each other."</i></p> <p>In a school, the teacher depends on the librarian to help her find books for her class. The teacher and the librarian both depend on the principal to make sure everyone is following the rules and being safe.</p> <p>What other workers from these pages cooperate and depend on each other to do their jobs?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The custodian depends on the students to clean up any messes they might make. This helps his job be easier.</p>
Pages 10-13	How do the workers on these pages cooperate and depend on each other to do their jobs?	The nurses depend on the pharmacists to give them the medications their patients need.
Table of Contents	There are several workplaces described in this book. So far, we have been going through this book page by page starting at the front. Some books like this one has a text feature called a table of contents. It gives us information about what is in the book. In this table of contents, the author tells us all of the different workplaces and on what page to	

	<p>find them. We have already looked at the school on page 6. Then we learned about the hospital on page 10. Which workplace comes next?</p> <p>What page do we need to turn to in order to learn more about the farm?</p>	<p>The farm comes next.</p> <p>We need to go to page 14.</p>
Pages 14-17	<p>What does the author mean when he says the shepherd “tends to” the farm’s flock of sheep? Let’s look at the picture on page 15 to see if that might help us know.</p> <p>Have we learned about any other workers that might “tend to” something or someone else?</p>  <p>Now that we have read the text describing the different jobs grown-ups do on a farm, let’s look back at pages 14-15. How do the grown-ups that work on the farm cooperate and help each other do their jobs?</p> <p>How is the illustrator helping us understand how the workers on the farm work together? What do you notice?</p> <p>If you were the illustrator, how might you have shown the workers working together?</p>	<p>The shepherd takes care of or watches out for the sheep on the farm.</p> <p>The mechanic tends to the tractor if it breaks. Our school nurse tends to us when we are hurt. The custodian tends to the school to keep it clean.</p> <p>I see the mechanic is working on the tractor in the field. The tractor driver would be stuck if he didn’t come help.</p> <p>The illustrations show that there is more than one person taking care of the same thing or animal.</p> <p>I might draw the tractor driver plowing the field and sowing, or planting, the seeds. Then I might draw the gardener taking care of the vegetables that grow.</p>
Table of Contents	<p>Looking back at the table of contents, what workplace comes next?</p> <p>It tells me to go to page 18 to learn about a construction site.</p>	<p>A construction site is next.</p>
Page 18	<p>A historic village is a place that has been around for a long time. A modern city is a busy place that is newer and may have tall buildings. These are both types of communities. Do we think this is a picture of</p>	<p>I think it’s a modern city because it looks like there are lots of buildings.</p>

	<p>workers at a construction site in a historic village or a modern city? Why?</p> <p>How might we describe our community?</p>	<p>We don't have lots of tall buildings, but we do have lots of stores around our school.</p>
Pages 20-21	<p>We've already learned that an "expert" is someone that knows a lot about something. The engineer says she uses her "expert knowledge". How is she an important worker on the construction site?</p> <p>Is she the only one at the construction site that needs to be an expert or use their expert knowledge? Why? What are other examples of experts at this construction site?</p> <p>Explain what each expert does to make the building strong, to provide electricity, and to provide running water. What do other experts do?</p> <p>How do the experts at the construction site depend on each other?</p>  <p>What do you notice about the illustrations for this worksite?</p> <p>If you were going to illustrate these workers working together, what might you draw?</p> <p><i>Teacher's Note: There are many other workplaces in this text that might be explored later.</i></p>	<p>She knows a lot about how to build buildings, so they don't fall down.</p> <p>All of the people that work on a construction site need to be experts at their job so that the building can be safe, have light and water, and look nice. Electrician, plumber, and bricklayer are other experts.</p> <p>An architect plans and designs the building. The bricklayer helps build the walls. The engineer makes sure the walls don't fall down. The painter paints the walls once they are built.</p> <p>Each worker has to do their job well. The painter would need for the lights to work so that he can see. So the electrician would need to be sure to do her job well.</p> <p>I notice a lot of different people doing a lot of different jobs. They are all working to build one building. I notice there is a truck delivering materials. That person would also be part of a construction site, because they would be able to build a building without the materials.</p> <p>I would draw the architect showing his plans the carpenter and bricklayers so they know how to build the building.</p>

GOOD MORNING, CITY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT

Text: *Good Morning, City*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

490L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. Illustrations extend the meaning of the text (light, shadows, details in what people are doing, etc.) Time is chronological from early morning to late morning within one day. However, the reader must use clues from the illustrations to determine this. Otherwise, it might seem to be like the events in the texts are not connected.

LANGUAGE FEATURES

The language features are moderately complex. There is figurative language such as “the sunlight floods the room”, “dawn’s first light peeks through the tree branches”, and “the sun’s long rays break over the tops of tall buildings”. Use of onomatopoeia to represent the sounds of the city and activities of the people in the city on most pages. Most sentences have a simple structure.

MEANING/PURPOSE

The purpose is moderately complex. Students will explore the idea that many people in a community are awake and working before the sun comes up and before most of the other people in the community are awake. They will also explore how people in a community that may seem unconnected actually depend on each other in order for things to function smoothly.

KNOWLEDGE DEMANDS

Knowledge demands are moderately complex. Students’ background knowledge and life experiences will vary greatly. Students that have little experience in a city setting may encounter many new concepts and ideas such as trains, taxis, ferry boats, etc. The idea that many workers in a community whether rural, urban, or suburban wake up and begin their day before the sun comes up or before most people are awake may be a new concept for them. The illustrations provide much information and their background knowledge will

impact their ability to use those clues to enhance their understanding. One example is the illustrator's use of shadow. Students that understand how shadows are formed may pick up on clues that the sun is coming up as the story progresses.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that many people in a community produce goods and provide services that other people in the community depend on every day.

To achieve this understanding, students will:

- identify the goods and services the author is describing in the text;
- determine the connections between two community members through the details in the text and the illustrations;
- describe the relationship between the illustrations and the text; and
- draw and write or dictate how at least two different community members depend on each other.

VOCABULARY WORDS

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

- depend (explicit)
- goods (explicit)
- services (explicit)
- glimmers (explicit)
- stoop (embedded)
- greets (embedded)
- grocer (embedded)
- market (embedded)
- dawn (embedded)

Teacher's Note: The word 'depend' is not found in the text; however, the questions and task for this book ask students to consider how different characters in this text depend on each other. This idea helps support the overarching concept of interdependence. The words 'goods' and 'services' are also not in the text, but are needed to support student thinking around disciplinary understandings.

DAILY TASK

Imagine you are a reporter for a local news station. You have been asked to write a report about the community workers we have learned about so far in this text. Select two community workers. Draw and write about where they work, describe their job, and explain how the community depends on these workers. You will practice giving your report to one of your classmates.


In your writing, be sure to include:



- illustrations of at least two different workers;
- labels or sentences that describe your illustrations including where the two workers work, descriptions of their job, and how the community depends on these workers;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.


POSSIBLE STUDENT RESPONSE

The grocer works at the market. He sells groceries. The people in the community depend on the grocer to have the things they need to buy. The grocer depends on the delivery truck driver to make sure he has things to sell in the market.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Teacher's Note: Create a class chart to record the community members and where they work. Students can use the chart as a support for their independent daily task. See resource section for an example.</i></p> <p><i>Teacher's Script: "In this text, Good Morning, City, we will learn about the people in the city who are at work early in the morning."</i></p> <p>The author tells the city to wake up. What do you think he means?</p>	<p>A city cannot go to sleep or wake up because it is not alive. Maybe he means for the people in the city. They can wake up.</p>
Page 1	<p>What does the sky look like when most people wake up?</p> <p>What does it look like when most people are asleep?</p> <p>But the author says, "It's dark and quiet. The moon still glimmers in the sky." Let's look at the illustrations. It looks the same way the author is describing it. Why would the author be telling the city to wake up when it is dark</p>	<p>The sun is out.</p> <p>It is dark. The moon might be in the sky.</p> <p>Maybe the sun is getting ready to come up very soon. Sometimes people need</p>

	and the moon is still in the sky?	to get up when it is still dark outside.
Page 3	<p>Illustrations, or pictures, can help us understand more about what is going on in a text. Sometimes they help us better understand the words the author writes. Sometimes there are many more clues in the illustrations that are not included in the words. As we read this text, we are going to pay very close attention to the illustrations to see what else we can learn. What do you notice about the windows and doors in the illustrations on this page?</p> <p>Does the author give us any clues about what time of day it is?</p> <p>Notice the sign on the door. Think of a place you have seen a sign like this on the door of a business. Are they open yet? Can customers come buy their baked goods yet?</p> <p><i>Teacher's Note: Student thinking might need scaffolding. Ask students to think about the viewpoint of the illustration, inside the bakery looking out.</i></p> <p>Why do you think these workers in the bakery are up working so early before they are open to customers? How do people in the community depend on the baker?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>It still looks dark outside.</p> <p>The author says the bread will soon rise like the sun. I think it is very early in the morning when it is still dark, but it is about to be day.</p> <p>This sign is on the inside. The other side of the sign probably says that they are closed. So if someone is walking on the sidewalk outside, they will know the bakery isn't open yet. Customers can't come in yet because she is still baking.</p> <p>They have to get up early to bake things, because it takes time to get everything ready. People in the community depend on the baker for food. The bakers have to have their goods ready for people to buy when they wake up.</p>
Page 5	<p>What do you notice about the illustrations on these two pages?</p> <p><i>Teacher's Note: If students don't notice the windows, prompt them to notice this detail.</i></p>	<p>It is still dark. The street lights are still on. There is a man getting dressed. Some lights are on, but many are still dark. No one else is on the street.</p>

	<p>If most of the windows are dark, what does that mean most people are still doing?</p> <p>The author says the “newspaper carrier rushes to her last deliveries”. What does this tell us about when she started her deliveries?</p>  <p>How do people in the community depend on the newspaper carrier’s service?</p>	<p>Most people are still sleeping.</p> <p>She must have been working for a while. She was almost finished with her job before most people were even awake.</p> <p>They depend on her to bring them their newspaper so they can read about the news.</p>
Page 7	<p>What do you notice about the illustrations of the sky on these two pages?</p> <p>This is a special kind of boat called a ferry boat. In some places people use ferry boats to get to their jobs. What might happen if the ferry boat captain and the other workers didn’t get up and start their day early to provide this service?</p> <p>Think about all of the workplaces we learned about earlier and how people depend on others to do their jobs. What might happen if some of the workers couldn’t get to their jobs?</p> <p>What are some examples of what might happen if a worker couldn’t get to their job?</p>  <p><i>Teacher’s Note: Students might need to be scaffolded with their thinking. Remind them of some of the workers they have learned about in other texts within the unit. An example might be</i></p>	<p>The moon is still in the sky, but it is not as bright as before. The sky looks pink and gray. It looks like when the sun first starts to come up in the morning. It looks like the sun is shining on the front of the boat.</p> <p>If they were not up working early, people that need to take the boat to their jobs wouldn’t have a way to get there. They wouldn’t be able to do their jobs.</p> <p>If they can’t get to their jobs and do them, it might make it harder for other people to do their jobs.</p> <p>If a doctor couldn’t get to the hospital, people that are hurt or sick might not get the help they need to get better.</p>

	<i>provided to support their thinking.</i>	
Page 11	<p>What do you notice about the illustrations on these two pages?</p> <p>What two workers are shown on these pages?</p> <p>How does the grocer depend on the delivery truck driver? How does the delivery truck driver depend on the grocer?</p>  <p>Who else depends on the delivery truck driver and the grocer to do their jobs?</p>	<p>Things are starting to look brighter. I notice a shadow under the truck.</p> <p>A delivery truck driver and a man that works in the market (grocer).</p> <p>The man in the market (grocer) depends on the delivery truck driver to bring him food so he can sell to his customers. The delivery truck driver depends on the grocer to be at his store so he can make his delivery.</p> <p>Other people in the community depend on them to do their jobs so there will be food in the market to buy.</p>
Pages 12-13	<p>How do the streets on this page look different than the streets on page 5?</p> <p>What does this tell us about what is starting to happen in the city?</p> <p>How do the people in the illustrations on these two pages depend on each other?</p> <p>What do you notice about what is in the man's pocket? What does this tell you about who he depends on during his day?</p>	<p>The streets have more people and cars.</p> <p>More and more people in the city are starting to wake up.</p> <p>The people driving cars depend on the police officer to tell them when they can go. The people depend on the police officer to help them get safely across the street. The police officer depends on the people driving to follow her directions so that everyone will be safe.</p> <p>There is a newspaper rolled up in his pocket. He depends on the newspaper carrier to deliver his newspaper before he leaves for work.</p>
	<p><i>Teacher's Script: "We are going to read the rest of the text today without stopping to discuss. Tomorrow we will dig into what happens in the second half of the text as more of the city begins to wake up."</i></p>	

RESOURCES

Community Members	Where They Work	
Bakers	Bakery	
Newspaper Carrier	On the street	
Ferry Boat Captain	On a boat	
Dock workers	On a dock by the boat	
Taxi Driver	In the park	
Grocer	At the market	
Delivery Truck Driver	At the market	
Police Officer	On the city street	
Drivers	On the city street	

TEXT

Text: *Good Morning, City*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

490L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. Illustrations extend the meaning of the text (light, shadows, details in what people are doing etc.) Time is chronological from early morning to late morning within one day. However, the reader must use clues from the illustrations to determine this. Otherwise, it might seem to be like the events in the texts are not connected.

LANGUAGE FEATURES

The language features are moderately complex. Some figurative language such as “the sunlight floods the room”; “dawn’s first light peeks through the tree branches”; and “the sun’s long rays break over the tops of tall buildings”. Use of onomatopoeia to represent the sounds of the city and activities of the people in the city on most pages. Most sentences have a simple structure.

MEANING/PURPOSE

The purpose is moderately complex. Students will explore the idea that many people in a community are awake and working before the sun comes up and before most of the other people in the community are awake. They will also explore how people in a community that may seem unconnected actually depend on each other in order for things to function smoothly.

KNOWLEDGE DEMANDS

Knowledge demands are moderately complex. Students’ background knowledge and life experiences will vary greatly. Students that have little experience in a city setting may encounter many new concepts and ideas such as trains, taxis, ferry boats, etc. The idea that many workers in a community whether rural, urban, or suburban wake up and begin their day before the sun comes up or before most people are awake may be a new concept for them. The illustrations provide much information and their background knowledge will impact their ability to use those clues to enhance

their understanding. One example is the illustrator's use of shadow. Students that understand how shadows are formed may pick up on clues that the sun is coming up as the story progresses.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that many people in a community produce goods and provide services that other people in the community depend on every day.

To achieve this understanding, students will:

- determine the connections between two community members through the details in the text and the illustrations;
- identify the main idea and details related to what happens in the morning based on the text;
- describe the relationship between the illustrations and the text; and
- draw and write or dictate how at least two different community members depend on each other.

VOCABULARY WORDS

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

- diners (embedded)
- screech (implicit)
- scurry (explicit)
- floods (embedded)

The following words will be reinforced in this reading:

- glimmers
- dawn
- depend

DAILY TASK

You are continuing to work on your report about how different workers in the community depend on each other. Choose two more people in the community that depend on each other from the second half of our text. Draw and write about where they work, describe their job, and explain how the community depends on these workers. You will practice giving your report to one of your classmates.

In your writing, be sure to include:


- illustrations of at least two different workers (that are different workers than the last task);
- labels or sentences that describe your illustrations including where the two workers work, descriptions of their job, and how the community depends on these workers;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.




Teacher's Note: Please see the resource section for an example of a graphic organizer that may be used to support student thinking.

POSSIBLE STUDENT RESPONSE

The waitress works at a diner. She brings diners their food. She depends on the cook to make the food. The people in the community depend on the cook to make the food and the waitress to bring it to them.

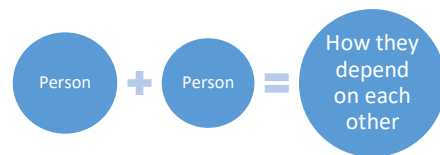
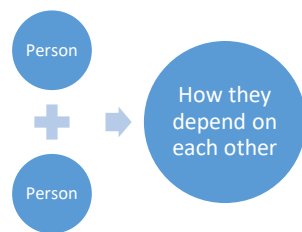
PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Script: "Yesterday, we discussed the beginning of the story in detail when much of the city was still asleep but some important workers were up and busy working. Let's reread through that first part to refresh our memory. Then, let's spend some time talking about what we notice in the second part of our story as we reread those pages together today. We are going to pay close attention to the details we see in the illustrations to help us determine more ways these community members depend on each other."</i>	
Pages 14-15	<p>What do you notice about the windows on these pages? How are they different than the windows in the bakery earlier in the book? What does that tell you?</p> <p>How do the people in this picture depend on each other?</p> <p>Could the people in the diner possibly depend on anyone else we've met in this city so far? If so, who and how? Let's think about some of them. Let's look at the cook. What goods and services from earlier in our text might the cook depend on and why?</p> <p>Notice the man sitting toward the back. What is he doing? What service might he depend on from the first part of our text?</p>	<p>The windows are bright. It is lighter outside than it was when we saw the bakery. This tells me that it is later in the morning.</p> <p>The people coming into the diner are hungry. They depend on the waitress to take their order and bring them their food. They also depend on the cook to make their food.</p> <p>The cook might depend on the grocer if he buys goods from the market. He might also depend on the delivery driver's service to bring food so he can cook.</p> <p>He is reading a newspaper. He depends on the newspaper carrier to deliver his newspaper.</p>

	<p>Let's think about the ways the people here may have traveled to get there. They may have taken the ferry, a service, or they may have walked or have driven. Who might they have depended on?</p>	<p>If they drove or walked, they might depend on the police to help with traffic or to cross the street.</p>
Pages 16-17	<p>Notice how the illustrator is drawing the white edges on the buildings. Why did he do this? How do the author's words help you understand why the illustrator would draw the buildings this way?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>One of our vocabulary words is scurry. We learned that scurry means to move quickly with short steps. I don't see anyone scurrying. Let's look at the man wearing glasses. What does it look like he might be getting ready to do? Why might he be scurrying? Why do you think the author said people "scurry down below"?</p> <p>What do you notice about the picture of the train? What has this text been mostly about? Why might the illustrator have drawn lots of people on the train?</p> <p>How is the city different now than it was in the beginning of the story?</p>	<p>The illustrator is showing that sunlight is shining on the buildings. The author says the sun has long rays so I know they are shining on the buildings.</p> <p>It looks like the man is getting ready to walk quickly across the street. I think he wants to hurry so that he doesn't get hit by a car. I think people are scurrying because they need to get to work quickly in the morning.</p> <p>It look like there are lots of people on the train. This text has been about what it's like early in the morning when people are waking up and getting ready for their days. The illustrator wants us to see that lots of people are going somewhere in the morning.</p> <p>More and more people are getting up and going places.</p>
Pages 18-19	<p>What kind of workers do we see on these pages? Who depends on these workers? What service are they providing?</p> <p>How do the garbage men depend on the people in the community?</p> <p>What might happen if the garbage men or the people in the community didn't do what they</p>	<p>I see garbage men picking up trash. All of the people in the community depend on the garbage men to pick up and take away their trash.</p> <p>They depend on the people in the community to put their trash in the trash cans or in trash bags so they can pick it up easily.</p> <p>The city would be dirty with trash everywhere. This could be unsafe for</p>

	were supposed to do?	the people in the community.
Pages 20-21	<p>What do you notice about the sky in this picture? What does that tell you about the time of day?</p> <p>In what ways do the people in this picture depend on others?</p> 	<p>The sky is blue. I see clouds. It's not super early in the morning anymore.</p> <p>The little girl depends on the bus driver to get her to school safely. I see a man with a newspaper. He also depends on the newspaper carrier to bring him his paper in the morning.</p>
Pages 24-25	<p>The little girl is just now waking up! What are some of the things the people in the community have been doing already?</p> <p>The author says, "as sunlight floods her room." Let's think about the word flood. Flood makes us think about flooding water being all around and over something. Why would the author describe the sunlight this way?</p>  <p>How does the illustrator help support this idea of sunlight flooding her room?</p>	<p>The baker has made bread. Newspapers and food have been delivered. People have been eating at diners and going to work and school.</p> <p>The sunlight is shining brightly through her windows. The sunlight is all around her room.</p> <p>I notice her room is bright colors. There is orange and yellow. I notice a there are shadows from the lamp, bed, and wall.</p>
Pages 26-29	<p>How do the members of the family depend on each other?</p> <p>We learned a lot of details about this story from the illustrations. How are the illustrations on these pages different than the ones in the beginning of the book? Why?</p> <p>What was the illustrator trying to help us understand about this text by drawing the way it looked outside differently on each page?</p>  <p>As the sun comes up and the sky gets</p>	<p>The baby depends on the mom to get him out of bed and to take care of him. The family depends on dad to make them breakfast.</p> <p>These pictures are all very bright because the sun up now. The ones in the beginning were dark.</p> <p>He was helping us understand that this story started really early in the morning. The sun wasn't even up yet. As the sun comes up, the sky gets brighter and brighter.</p> <p>As the sun comes up, more and more</p>

	<p>brighter, what did we notice about the people in the community?</p> <p>Why is it important for us to understand about the people that get up early to start their jobs? What is a job that you think is important in this city and why?</p>	<p>people wake up and start to do their jobs.</p> <p>We need to understand that some people depend on others to get up early. For example, the people going to work might depend on the ferry boat captain and workers to be ready early so they can get them to work on time.</p>
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RESOURCE



TEXT

Text: *Lily Learns About Wants and Needs*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

490L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. Some of the illustrations provide information not provided in the text such as the price difference between the two coats Lily and her dad are considering purchasing.

LANGUAGE FEATURES

Language features are slightly complex. This text is divided into four chapters. The language is conversational and uses dialogue among the main characters throughout the story. Most sentences are simple.

MEANING/PURPOSE

The purpose is moderately complex. Students will explore the difference between things we want and things we need. They will also distinguish between things that may at first be a need such as food, but determine that food such as ice is a special kind of food that would not be considered a need. This text also explores needs such as exercise, medicine, and the need to see a dentist. While learning about the differences between wants and needs, this text layers the choices people must make when purchasing wants and needs.

KNOWLEDGE DEMANDS

Knowledge demands are slightly complex. Students will only require a basic understanding of wants and needs as this text explores some varying degrees of those things. The text provides many examples and explicitly defines a need as something we have to have.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the difference between needs and wants. They will also begin to understand that people earn money and then choose to use it in different ways to buy the goods and services they need and want.

To achieve this understanding, students will:

- identify the characters, setting, and major events of this story;
- answer questions about unknown words in the text such as needs and wants;
- decide whether something is a want or need by using evidence from the text;
- categorize and generate examples of needs and wants on a poster by drawing and labelling;
- explain to a partner the difference between needs and wants; and
- write or dictate an informative/explanatory text explaining the difference between a want and a need.

VOCABULARY WORDS

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

- need (explicit)
- want (explicit)
- choice (explicit)

Teacher's Note: Consider teaching these vocabulary words after reading the text instead of prior to the reading.

DAILY TASK

You are creating a "Needs and Wants" poster to display in our classroom so that visitors to our room will know what we have been learning about. Draw and label things people need in one column and things people want in the second column. Explain your poster to a partner. Be sure to explain the difference between a want and a need. Then, write a text that informs the reader of the difference between a want and a need. Be sure to provide examples of both a want and a need, and explain why it is a want or a need.

In your writing, be sure to include:



- labels or sentences that describe the wants and needs;
- an informative text that shares the difference between a want and a need;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



POSSIBLE STUDENT RESPONSE

Wants	Needs
New toys Ice cream New bike TV To go bowling To play mini golf Root beer	Healthy food (or specific examples) Water Clothes Medicine Help from doctors Help from dentists Exercise Shoes Coat

A need is something a person has to have to survive and grow. A want is something that that you don't need to survive but would be nice to have. Healthy food is an example of a need because people need it to live and grow. Ice cream is a want because you may like it but you don't have to have it to survive.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<i>Teacher's Script: "I noticed this book is divided into sections called chapters. Each chapter has a name. The name helps me as a reader understand what I am about to read and learn. These chapters are shown in the table of contents just like the one I saw in our book What Do Grown-Ups Do All Day. I am going to look at the table of contents and the names of the chapters to see what I am going to learn about in this book. I see the first chapter is called "Want or Need?" I bet I will learn the difference between them."</i>	
Page 7	<p>Who are the characters in this story?</p> <p>Where does this chapter take place?</p> <p>How did Lily's dad explain what a need is?</p> <p>What is a want?</p> <p>It can be hard to decide whether something is</p>	<p>Lilly and her dad are the characters.</p> <p>They are in a store.</p> <p>He said it is something we have to have.</p> <p>A want is something we don't have to have, but would really like to have it.</p>

	<p>a want or a need sometimes. If Lily's dad says she needs to exercise, why would a new bike, skateboard, or roller skates not be something she needs in order to exercise?</p> <p>Sometimes we have to make choices. One thing we need to make choices about is how we spend our money. What is a choice? What choice is Dad making about how they spend money today?</p> <p>Why might it be important for people to make the same choice Dad made in this story?</p>  (This is an opportunity for a collaborative talk structure.)	<p>She can get the exercise she needs in other ways without buying something new. She already has a bike. She can ride it.</p> <p>A choice is when you have different things you can pick from. He only wants to spend money on things they need.</p> <p>Sometimes people don't have enough money to buy everything they need and want. They need to buy what they need first. If people spend all of their money on things they want, they might not have enough to buy all the things they need.</p>
Page 9	<p>Lily already had a raincoat. Why did she need a new one? How is this different than the new bike?</p> <p>Lily said the yellow coat was "on sale". What does that mean?</p> <p>Why did Dad let Lily buy the yellow raincoat and not the purple one?</p> <p>Sometimes when we go to buy things we need, we realize that we have choices. There might be different kinds, brands, sizes, colors, etc. Many times these different options cost different amounts of money. How do we decide what is the best choice for us?</p> 	<p>Her raincoat was too small. She can't wear her raincoat if it is too small. She can still ride her bike.</p> <p>If something is on sale, it means it costs less money than it usually does.</p> <p>The purple coat cost more money, and it didn't look like it would keep her dry. The yellow raincoat was on sale, and it was a raincoat.</p> <p>We have to decide which one helps us get what we need. We have to decide what things really matter and what things are what we just really want.</p>
Page 13	<p>Earlier we said the setting was a store. Did the setting change? Where are they now?</p> <p>Why did Lily's dad choose to let them go to the park but not the other things Lily suggested?</p> <p>Do people need to eat? Is ice cream something we eat? So, why did Lily's dad not let her get ice cream, but would let her get a</p>	<p>Yes. They are at the park now.</p> <p>The park was free. It didn't cost any money. Going bowling or playing mini golf cost money.</p> <p>Even though we need food, ice cream is a treat. A treat is a want. Her dad said they could still get something to eat, but</p>

	<p>different snack?</p> <p>Have you ever felt the way Lily feels? How have your parents taught you the same lessons Lily's dad is teaching her?</p> 	<p>they would find a healthy snack.</p> <p>I have been mad before when my mom tells me I can't have a new toy. My mom tells me I don't need more toys because I already have lots.</p>
Page 14	<p>(Before reading the text) I notice that chapter three is called "Everyone Has to Make Choices". What choices have Lily and her dad already made in this book?</p> <p>What choice did Lily's dad have to make at the grocery store? Why did he make that choice?</p> <p>Based on Lily and her dad's conversation, what other things on their list do you think they chose to buy that day?</p>	<p>They made a choice about which coat to buy. They made a choice about what to eat. They made a choice about whether a new bike was a want or a need. They made a choice about where to go play.</p> <p>He loves root beer. He decided it was a want and not a need, so he made a choice to not buy it today.</p> <p>All of the other things on the list were things they need. So, they probably bought all of them.</p>
Page 19	<p>What are some examples of wants and needs at a hospital?</p> <p>Why is a television a want?</p>	<p>Some needs are help from doctors and medicine. A television is a want.</p> <p>People may like to watch television when they are sick, but they do not need it to get better.</p>
Page 20	<p><i>Teacher's Script: "I see we are now starting a new chapter. This one is called "When Wants are Okay". I was wondering if we would read about that. I am looking forward to learning about when we get to have the things we want."</i></p>	
Page 21	<p>When is it okay to get your "wants"?</p> <p>How can we determine if something is a want or a need? Why is that hard to decide sometimes?</p>  <p>Let's think about the way the author presented the ideas in this text. We are learning about the differences in wants and needs. Why do you think the author chose to</p>	<p>People should always buy the things they need first. When they do and still have money left over, they can choose to buy something they want.</p> <p>If you don't have to have it, it is a want. Sometimes you really want something, and we might get confused and think we need it.</p> <p>I think the author wanted us to think about our own lives and how we have things we want and need. I think it was good because as we were reading, I</p>

	<p>teach us about wants and needs by telling a story about Lily and her dad? Was this a good way for us to learn about this? Why or why not?</p> <p>How do people living in a community meet their own needs and wants? Think back to our other texts. How do people in families and communities help each other make choices to meet their needs and wants?</p>	<p>thought about times there was something I wanted but my mom said no because I did not need it.</p> <p>In our last text, <i>Good Morning, City</i>, the grocer sells things like food that we need. Lily's dad helps her make better choices about how they spend their money.</p>
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TEXT

Text: *Those Shoes*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD550

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The organization is clear. Illustrations support the text.

LANGUAGE FEATURES

The language features are moderately complex. Sentence structure is varied including simple, compound, and complex. This text contains dialogue among characters, but does not always explicitly state who is speaking. The language is contemporary and transitions between the thoughts and dialogue of the main character. Vocabulary is not overly academic, but there are phrases that may be new for kids (good money, no room for want, sits down heavy).

MEANING/PURPOSE

The meaning is very complex. The meaning and purpose of this texts require students to grapple with complex ideas for this age. Adults and children have to make difficult decisions about purchases when they do not have the money to afford them. Students will build on their knowledge about wants and needs but explore the subtleties and nuances when those lines become blurred.

KNOWLEDGE DEMANDS

The knowledge demands are very complex. Students will need to know the difference between wants and needs. Students' background knowledge and life experiences will greatly differ and may affect their ability to relate to some of the themes and ideas in this text. For example, some students may relate to the struggle Jeremy and his grandmother experience when they do not have enough money to buy the shoes he wants and the hard choices they have to make as a result. Some

	students will have experienced getting hand-me-downs while other students have not. The characters visit a thrift shop as a potential solution which might also be unfamiliar to some students.
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LESSON OBJECTIVE(S) FOR THIS READING

Students will understand the amount of money people earn differs and may impact the choices they make in spending it. Students will also understand people should take the responsibility to meet their needs first.

To achieve these understandings, students will:

- apply prior knowledge about wants and needs from the previous text to understand a more complex idea about differentiating between the two;
- identify key details to help formulate an opinion about whether the black and white shoes are a need or want;
- express thoughts and ideas through speaking; and
- use understandings about wants and needs to form an opinion and provide a reason for the opinion.

VOCABULARY WORDS

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

- Velcro (embedded)
- nod (implicit)
- grip (implicit)
- set aside (embedded)
- thrift shop (explicit)
- good money (explicit)
- limp (embedded)
- shuffling (embedded)
- shrug (implicit)

DAILY TASK

You have learned so much about how we get the things we want and need in our communities. Now you are going to take what you have learned and decide whether you think the black and white tennis shoes were a need or a want. First, you will use a sticker or sticky note to cast, or place, your vote on the class chart. Then, compose an opinion piece dictating or writing to explain why you voted that way. Explain what in the text made you feel this way. Be prepared to tell your peers about your vote.



In your writing, be sure to include:

- labels or sentences that explain the reasons for your opinion for whether the black and white tennis shoes were a want or a need;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

POSSIBLE STUDENT RESPONSE

I voted that the black and white shoes were a need. Jeremy's old shoes came apart. It was starting to get cold so he needed new shoes.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<i>Sensitivity Note: This text deals with issues of poverty. Please be sensitive to students that might also face poverty in their lives.</i>	
	<i>Teacher's Script: "Yesterday we learned about the differences in wants and needs. Today we are going to read a story about a boy that is looking at some new shoes. You will have to decide whether these shoes are a want or a need."</i>	
Page 3	Jeremy tells his grandma that he wants the shoes and she tells him, "There's no room for 'want' around here—just 'need'." What does she mean?	He already has shoes and he doesn't need new ones.
	What have we learned about making choices about wants and needs?	We have learned that we should buy the things we need first. Then, we can buy the things we want.
	What does she tell him he really needs?	He needs new boots for winter.
	How is Jeremy's shoe request similar to Lily	Food is a need, but ice cream isn't. Lily

	asking her dad for ice cream?	needed healthy food. Shoes are a need, but the high tops aren't. Jeremy needs boots. They both want something that is almost a need, but is really just a want.
Page 5	<p>Why do you think he wants them so badly?</p> <p>Do we always get all of the things we want?</p> <p>What might be some reasons some people have things, like the black and white high top shoes, and some people don't?</p> <p>Why did Jeremy not have the shoes even though so many of his classmates had them? What makes you think that?</p>	<p>Everyone else in the school has them.</p> <p>We do not get everything we want.</p> <p>Some people may choose to buy different things they want. Some people may not have the money to buy all of the things they want.</p> <p>I don't think Grandma had enough money to buy the shoes. On the other page we just looked at, she said there "There's no room for 'want' around here—just 'need'".</p>
Page 7	<p>On this page, we learned that one day his shoes came apart in the middle of a kickball game. Mr. Alfrey the guidance counselor says, "Looks like you could use a new pair." What do you think now about whether those black and white shoes are a want or a need?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	The shoes are a need because his fell apart.
Pages 9-10	Jeremy is trying not to cry about his 'Mr. Alfrey shoes'. We have learned that people get the things they need, and then they get the things they want. We have learned that people have to make choices and can't always get all of the things they want. Knowing this, if you were in Jeremy's class, would you laugh at Jeremy's shoes?	I would not laugh at Jeremy's shoes. I know that one time I had to wear my brother's old coat because my mom said we didn't have enough money for a brand new coat when there was a perfectly good one already here.
Page 11	<p>Why do you think Grandma changed her mind and told Jeremy they could go look at the shoes?</p> <p></p> <p>Why do you think Jeremy tells Grandma</p>	<p>She knows his old shoes came apart and that he really doesn't like the ones Mr. Alfrey gave him.</p> <p>The shoes cost a lot of money.</p>

	"Maybe they wrote it down wrong."	
Page 17	Who buys the shoes?	Jeremy buys the shoes.
Page 19	What do you notice about Jeremy's feet in the illustrations?	His feet have bandages on them.
Page 23	Why do you think Jeremy keeps thinking and saying, "I'm not going to do it."?	He is thinking about giving his shoes to Antonio.

THOSE SHOES – READING 2, QUESTION SEQUENCE 2, DAILY TASK 12

TEXT
<p>Text: <i>Those Shoes</i></p> <p>Question Sequence: Second Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD550	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The organization is clear. Illustrations support the text.	The language features are moderately complex. Sentence structure is varied including simple, compound, and complex. This text contains dialogue among characters, but does not always explicitly state who is speaking. The language is contemporary and transitions between the thoughts and dialogue of the main character. Vocabulary is not overly academic, but there are phrases that may be new for kids (good money, no room for want, sits down heavy).
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning is very complex. The meaning and purpose of this texts require students to grapple with complex ideas for this age. Adults and children have to make difficult decisions about purchases when they do not have the money to afford them. Students will build on their knowledge about wants and needs but explore the subtleties and nuances when those lines become blurred.	The knowledge demands are very complex. Students will need to know the difference between wants and needs. Students' background knowledge and life experiences will greatly differ and may affect their ability to relate to some of the themes and ideas in this text. For example, some students may relate to the struggle Jeremy and his grandmother experience when they do not have

enough money to buy the shoes he wants and the hard choices they have to make as a result. Some students will have experienced getting hand-me-downs while other students have not. The characters visit a thrift shop as a potential solution which might also be unfamiliar to some students.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand people must make difficult choices sometimes. These choices can make an impact on others in the community.

To achieve this understanding, students will:

- identify different characters and major events in the story;
- answer questions about key details such as the choices made by different characters;
- describe the relationship between illustrations and the story; and
- compare and contrast the experiences and choices Jeremy and his grandmother make to those made by Lily and her dad.

VOCABULARY WORDS

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

- guidance counselor (explicit)

DAILY TASK

Choices about wants and needs can be really hard to make! We've learned about how people make and sell goods, and how people buy goods and services. We've also learned that we have to buy things we need before the things we want, and that we can get these things from people in our communities. Think about how Jeremy's choice is an example of ways people in a community depend on each other to meet their wants and needs. Draw and write or dictate to explain how Jeremy is a good example of ways people in a community depend on each other.



In your writing, be sure to include:




- illustrations showing how Jeremy is a good example of ways people in a community depend on each other;
- labels or sentences that describe your illustrations about how people depend on each other to meet their wants and needs;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



POSSIBLE STUDENT RESPONSE

Jeremy is a good example of how people in a community depend on each other. He gives something he wanted to Antonio because Antonio needed it. Jeremy sees a need of another person and then tries to help.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before Reading	<p><i>Sensitivity Note: This text deals with issues of poverty. Please be sensitive to students that also face poverty in their lives.</i></p> <p><i>Teacher's Script: "Yesterday, we read about a boy that needed new shoes. We thought about determining whether the shoes he wanted were the same as shoes he needed. Today, we are going to pay close attention to the choices different characters made and how those choices impacted other characters."</i></p> <p>Who was the main character, or who the story was mostly about? Who were other characters in this story?</p>	The story is mostly about a boy named Jeremy and his grandma. There are other kids in the story and a guidance counselor.
Page 2	What is Jeremy looking at on this page? Why does he say he "dreams about those shoes"?	He is looking up at a very large billboard of a kid wearing the shoes. It also says in giant letters "BUY THESE SHOES". He really wants those shoes!
Pages 3-6	<p>What does Grandma mean when she says there is "no room for want around here"?</p> <p>Jeremy tells Grandma about the shoes and she makes a choice. What choice does she make and why? How is this like a choice Lily and her dad made?</p> <p>How does Grandma's choice impact Jeremy?</p>	<p>They do not have a lot of money, so they have to only buy what they need.</p> <p>She chooses to not buy the shoes for Jeremy. She thinks they are a want and not a need. They chose to not spend money on activities that cost money but instead go to the free park.</p> <p>He is sad that all of his friends have the shoes, and he does not.</p>

Page 7	<p>What choice does Mr. Alfrey make and why?</p> <p>How does Mr. Alfrey's choice impact Jeremy?</p> <p>Why might it be important for people in a community to recognize the needs of others?</p>  (This is an opportunity for a collaborative talk structure.)	<p>He sees that Jeremy needs new shoes and gives him a pair.</p> <p>Jeremy now has a pair of shoes. He doesn't like them, but he knows he has to wear something.</p> <p>There might be people in a community that have needs they cannot meet. They might not have enough money to buy the things they need. If people in the community see that others need something, they might be able to help.</p>
Pages 11-12	<p>Think back to what Lily learned about making choices and when it is okay to buy things we want. Grandma decided to go look at the shoes, because she had some money "set aside". What choice was she making at first?</p> <p>The author says she "sits down heavy" after looking at the price. Look at the illustration as well. How do these words and the illustration help us know what choice she is making now? Who is impacted by this choice?</p> 	<p>People can buy things they want if they have money left over after they buy things they need. She thought she might have enough money left over to buy the shoes Jeremy wanted.</p> <p>She knows they cost more than how much she has. She is not going to buy the shoes. Jeremy is impacted by this choice.</p>
Page 13	What does Jeremy do after he realizes Grandma is not going to buy the shoes at the store?	He gets an idea to go to thrift shops.
Pages 14-17	<p>When Jeremy tries on the shoes and Grandma checks to see if they fit, what choice does she make?</p> <p>What does she say that lets us know she made this choice?</p>	<p>She chooses to not buy the shoes.</p> <p>She says they can't spend good money on shoes that don't fit.</p>
Page 18	How does Grandma's choice this time impact Jeremy?	He makes a choice to spend his own money to buy the shoes even though they are too small.
Page 20	<p>How does Jeremy's grandma choose to spend her money? Why? How is this like a choice Lily and her dad made?</p> <p>How does Grandma's choice impact Jeremy?</p>	<p>She buys him a new pair of snow boots, because he needs them. Lily needed a raincoat because hers was too small, but she didn't need an expensive raincoat.</p> <p>When it snows at the end of the story, he has a brand new pair of boots to wear</p>

		when he needs them.
Pages 21-22	<p>What does Jeremy notice about Antonio?</p> <p>Why might there be tape on his shoes?</p> <p><i>Teacher's Script: "We already know that Jeremy gives his shoes to Antonio. The author did something on this page that, if we were paying close attention, we may have been able to predict what was going to happen. What clues did the author give that may have helped us predict that Jeremy was going to give his shoes to Antonio?"</i></p> <p></p> <p>What does Jeremy remember about Antonio?</p> <p>Why do you think he didn't laugh when everyone else did?</p> <p>We've talked about how workers in a community depend on each other to do their jobs and help the community function. Think about the needs and wants of Antonio and Jeremy. Think about how kind it was of Mr. Alfrey to help Jeremy meet his needs. Then think about how their classmates made fun of Jeremy's shoes. Why is it important to understand about people's wants and needs? How should that impact the way we treat people?</p> <p></p>	<p>One of his shoes has tape on them and his feet look smaller.</p> <p>They may be starting to come apart like Jeremy's did.</p> <p>I think the clue was that Jeremy noticed that Antonio's feet were smaller, and since Jeremy's black and white shoes were too small for him, he was thinking he might give him the shoes.</p> <p>He remembers that he was the only kid in the class that did not make fun of his Mr. Alfrey shoes.</p> <p>He didn't have the black and white high tops either, and he might have been feeling the same way as Jeremy.</p> <p>We should understand that everyone has wants and needs. Some people are only able to get what they need and can't get everything they want. We should not make fun of or be mean to people just because they can't get all the things they want. They probably already feel sad, because they can't get some of the things they want. We can be nice to them or maybe we can help others when they need something.</p>
Page 23	As Jeremy and Antonio were shooting baskets, what does Jeremy notice now?	He notices that the tape on the shoe is loose and keeps smacking on the concrete.

<p>Pages 24-26</p>	<p>What choice is Jeremy trying to make?</p> <p>Why is he thinking so hard about his choice?</p> 	<p>He is trying to decide whether to give Antonio his black and white shoes.</p> <p>He really likes the shoes, but he knows they do not fit him. He knows that Antonio really likes the shoes too, and the ones he bought from the thrift shop might fit Antonio.</p>
<p>Page 31</p>	<p>How did the choice he made impact Antonio? How do you know?</p> <p>How do you know this was a difficult choice for Jeremy?</p>  <p>Choices people make in a community can impact others in a positive way or a negative way. What are some choices you can make in our classroom and school community that can impact others in a positive way?</p>	<p>It made Antonio very happy, because the author says he was smiling. He needed new shoes, because his were coming apart.</p> <p>The author says Jeremy feels happy when he sees how happy Antonio is but mad when he looks at his Mr. Alfrey shoes.</p> <p>If we see that someone in our class or community needs something, we can try to help them. If someone doesn't have something that is a want, we can remember to not make fun of them or be mean to them.</p>

TEXT

Text: *A Chair for My Mother*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD530

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The use of time shifts in this text increase the complexity of this story. It begins by describing how the characters are saving money for a new chair. It is written in the present tense. Then, it switches to the past when Rosa describes the day her old house burned and events that followed. When the story returns to the present, a year has passed since the beginning of the story. Illustrations in this story support and enhance the meaning of the text.

LANGUAGE FEATURES

The language features are moderately complex. Sentences are primarily simple and compound with some complex constructions. Vocabulary is mostly familiar and not overly academic. There may be words that are unfamiliar to students of this age such as diner, tips, bargain, saving, charcoal, and ashes.

MEANING/PURPOSE

The meaning is very complex. This story describes the journey of a mother and daughter while they save for a new chair after their old house and all of their belongings burn in a fire. Their story also describes how their community and other family members come together to help them in many different ways as they begin again. Conveyed more subtly are concepts related to the struggle of a family that has to work hard to meet their needs and wants. They have to save coins for a year

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. In order to get to the interdependence concept and the more complex purposes for this text, students will need to have some knowledge about the difference between wants and needs and the benefits of members of a family and/or community working together to help each other meet their needs. There is a reference to *Goldilocks and the Three Bears* when Rosa, her mom and grandmother were shopping for chairs.

before they are able to make the purchase.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand people sometimes choose to save money in order to buy things they need and/or want in the future.

To achieve this understanding, students will:

- identify key details about the characters and major events in the text in connection with spending choices;
- answer questions and share ideas with peers about how these characters saved money for a year to finally have enough money to purchase something they wanted;
- describe how the illustrator helps us understand how this family saves money;
- determine the meaning of unknown words and phrases;
- build stamina by using illustrations to narrate major events in a story; and
- express their thoughts and ideas through speaking.

VOCABULARY WORDS

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

- savings (explicit)
- bargain (explicit)
- boost (implicit)
- exchanged (embedded)

DAILY TASK

This is a very special story about a family that worked hard to be able to get something they wanted. A member of your family wants to know what you have been reading about at school. You are going to complete a "Somebody, Wanted, But, So, Then, Now" graphic organizer that you can take home to help you be able to retell the story to your family member. Illustrate, label, and write one sentence for each part of the graphic organizer. Practice retelling the story using your organizer with a friend so that you are ready when you take it home to share.

In your writing, be sure to include:


- one sentence for each part of the graphic organizer in order to retell the story;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.




POSSIBLE STUDENT RESPONSE

Somebody..... Mama and Rosa

Wanted... a big comfortable chair
But... they did not have enough money
So.... they got a big jar and saved their money for a whole year
Then... they had enough money to buy the chair they wanted
Now... they all get to relax and enjoy the new chair.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Sensitivity Note: This text is about a family that was displaced because of a fire. Please be sensitive to children that may have experienced this or something similar.</i></p> <p><i>Teacher's Note: Read the entire book all the way through one time. Then reread and follow the question sequence.</i></p> <p>Who is this story mostly about?</p> <p>Did the author tell us the name of the little girl?</p> <p>I noticed that too. Then I saw the back of the book. The back of the book is a place we can look to get an idea what the story is going to be about before we read it. In this case, we also learn something that is not in the book. We learn the little girl's name is Rosa.</p>	<p>This story is mostly about a little girl, her mom, and her grandmother.</p> <p>No. The author never said her name.</p>
Page 2	<p>What job does Rosa's mom do that helps her earn money? What is her workplace? Think about what we read in <i>Good Morning, City</i>. This story tells us that Rosa peeled onions. How might the diner have gotten the onions?</p> <p>How does Rosa earn money?</p> <p>What does she do with the money she earns?</p>	<p>She is a waitress. She works in a diner. I think the delivery truck driver brought the onions to the diner.</p> <p>Josephine, or her mom's boss, gives her jobs to do at the diner where her mom works.</p> <p>She puts half of the money she earns in the jar.</p>
Page 4	<p>The author says Rosa's "mama empties all of her change from tips" for Rosa to count. The word "tips" can mean a lot of different things.</p>	<p>When you go to a restaurant, sometimes you leave extra money for the people that work there. That extra money is</p>

	<p>What does the author mean by tips in this story?</p> <p>Look at the picture of the jar with some of the coins in it. How does this help us understand that it “takes a long time to fill a jar this big”?</p>	<p>called a tip.</p> <p>We can see that the coins are little compared to the jar. It helps us understand why it will take a long time.</p>
Page 6	<p>What do you notice about mom in this picture? Does she look comfortable?</p> <p>How does this connect with what we read on the previous page?</p> <p>I also notice there is another character in this picture. Who is that? How do you know?</p> <p>The author says that sometimes Grandma gets a “good bargain on tomatoes or bananas or something she buys”. Bargain is one of our vocabulary words. How does Grandma help by getting bargains?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>There are three people putting money into that jar every day. What do you notice about the jar on this day?</p>	<p>She is sleeping. She does not look comfortable because her head is bent over.</p> <p>On the other page, it said that sometimes mom is really tired after work and falls asleep while Rosa counts the money.</p> <p>That is Grandma. The text said she has a leather wallet. I see her holding something that looks like a wallet with money coming out of it.</p> <p>If it's a bargain, then she got it for a good price. She puts the money she saved by getting a good price into the jar.</p> <p>There are more coins in there, but it is still pretty empty.</p>
Page 8	<p>Why are they putting their coins into the jar?</p>	<p>They are saving their money to buy a new chair. All of their things burned up in a fire.</p>
Page 18	<p>We saw on page 6 that they already had a chair. What do you notice about the chairs on page 6? Why is this an important detail about why they wanted a new chair? Think about the adults in your home that come home from work. Where do they like to sit and why?</p>	<p>The chairs they had weren't comfortable for mama. Mama wants a soft chair when she comes home from work and is tired. My dad likes his big chair that leans back so he can watch TV and take a nap.</p>

	<p>Mama said, "There's no good place for me to take a load off my feet." What does she mean when she says this?</p>  <p>If spending money is when you give it to buy something, what does it mean to save money?</p> <p>Remember that picture of Mama from page 6? Does this look like a good place to "take a load off her feet" after a long day a work?</p> <p>How do we know if something is a need or a want? What from our other texts makes you say that?</p>  <p>Think about all that we have learned about wants and needs. Do you think the money they are saving for a chair is a want or a need? Why?</p>	<p>She means there is not a good place for her to sit and rest her feet.</p> <p>Saving money is when you keep it and don't spend it.</p> <p>No. It does not look very comfortable.</p> <p>A need is something you have to have. We learned the difference from Lilly and her dad. We also learned that sometimes wants can feel like a need if we really want it. Lily needed food. Even though ice cream is food, it is still a want. Jeremy needed new shoes and boots. Even though he really wanted the black and white high tops, he didn't really need that kind of shoe.</p> <p>I think it's a want. They already have a chair, so they don't have to have a bigger chair to survive.</p>
Page 20	<p>If there is something we really need or want, but do not have enough money to buy it at the time, what might we choose to do? Do we get to buy it right away?</p> <p>What from this story helps us understand this?</p> <p>Could saving money have been a choice for any of the other characters we've read about so far? How?</p> 	<p>We can save our money. It might take a while to save enough to buy the thing we want or need.</p> <p>Rosa and her mom decided they were going to buy a new chair, but they didn't have enough money. It took them a year to save enough money to be able to buy it.</p> <p>If Jeremy really wanted the shoes, but did not have enough to buy them, maybe he could have saved his money to get them later. Grandma said she had some money put away. I think she might have been saving some money.</p>

	How is Rosa's mama depending on Rosa and Grandma to get what she needs and wants?	She is depending on them to save money too.
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TEXT

Text: *A Chair for My Mother*

Question Sequence: Second Read

Instructional Strategy: Interactive Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD530

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The use of time shifts in this text increase the complexity of this story. It begins by describing how the characters are saving money for a new chair. It is written in the present tense. Then, it switches to the past when Rosa describes the day her old house burned and events that followed. When the story returns to the present, a year has passed since the beginning of the story. Illustrations in this story support and enhance the meaning of the text.

LANGUAGE FEATURES

The language features are moderately complex. Sentences are primarily simple and compound with some complex constructions. Vocabulary is mostly familiar and not overly academic. There may be words that are unfamiliar to students of this age such as diner, tips, bargain, saving, charcoal, and ashes.

MEANING/PURPOSE

The meaning is very complex. This story describes the journey of a mother and daughter while they save for a new chair after their old house and all of their belongings burn in a fire. Their story also describes how their community and other family members come together to help them in many different ways as they begin again. Conveyed more subtly, are concepts related to the struggle of a family that has to work hard to meet their needs and wants. They have to save coins for a year

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. In order to get to the interdependence concept and the more complex purposes for this text, students will need to have some knowledge about the difference between wants and needs and the benefits of members of a family and/or community working together to help each other meet their needs. There is a reference to Goldilocks in "The Three Bears" when Rosa, her mom and grandmother were shopping for chairs.

before they are able to make the purchase.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how citizens in a community can take responsibility and cooperate to meet the needs of individuals and groups within a community.

To achieve this understanding, students will:

- describe the relationship between illustrations and the story;
- identify and retell major events in a story that show how Rosa's family depended on the people in their community; and
- use a combination of writing and drawing to narrate how people in Rosa's community helped them.

VOCABULARY WORDS

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

- spoiled (explicit)
- destroyed (explicit)

DAILY TASK


Imagine you are a reporter at the local TV station, Our Town Channel 10. You have been reporting different stories about how communities help each other in times of need. Think about how people in Rosa's community came together to help Rosa's family. Use a combination of drawing and writing or dictating to write a report that describes how the community helped Rosa's family. Think about how Rosa's family depended on their community. You are writing this report like a news story. In small groups, practice your news report.



In your writing, be sure to include:

- illustrations showing how the community helped Rosa's family;
- labels or sentences that describe your illustrations about how the community helped;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

POSSIBLE STUDENT RESPONSE

One day Rosa and her mom were walking home when they saw two fire engines in front of their house. Their whole house had burned down. All of their things were destroyed. People in the community helped her by giving them things they needed and wanted like food, dishes, and a stuffed bear. Rosa's family was very thankful that they could depend on the people in their community.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 10	<p><i>Sensitivity Note: This text is about a family that was displaced because of a fire. Please be sensitive to children that may have experienced this or something similar.</i></p> <p><i>Teacher's Note: Only reread the pages with questions.</i></p> <p>The last sentence on this page reads, "Then we came to our house." What do we remember from yesterday about what they are going to see when they get to their block, or the street they live on?</p>	We know that they are about to find out their house had a fire.
Pages 11-12	<p>The author says "everything else in the house was spoiled." What does she mean by spoiled?</p> <p>Remember when we read <i>Good Morning, City</i>, and we learned how the illustrations can give us clues to help us know more about the story? When I look at these two pages, I notice a big difference between the illustrations. I wonder why the illustrator chose to make them so different. What do you notice about how the illustrations change from pages 9-10 to pages 11-12? Why do you think the author and illustrator made the illustrations look different?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>Do the illustrations match what the author is telling us on these pages?</p>	<p>It means that everything was ruined or burned up in the fire.</p> <p>I notice the colors are bright and Rosa and her mom look happy. Then on the next pages, the colors are darker and Rosa and her mom are running and pointing. I think the author and illustrator want us to understand that the fire changed how the characters were feeling.</p> <p>Yes. On those pages they were looking at flowers and happy because they had been shopping so the colors are bright. One these pages they are seeing that their house is on fire, and the text said they were worried about where their family was so the illustrations are darker and look a little scary with the smoke.</p>

Page 14	<p>Rosa describes what she sees when they finally get to look into the house. She says everything was “turned to charcoal and ashes”. Charcoal is black. What does she mean?</p> <p>What do you see in illustrations in the border of this page?</p> <p>If everything was destroyed, they could not stay here. Who helped them and how?</p>	<p>Things turn black when they burn. Sometimes things turn to ashes when they burn. She is telling us that everything in their house was black and destroyed.</p> <p>I see lots of gray flowers that look like they may be dead or droopy.</p> <p>Rosa’s Aunt Ida and Uncle Sandy let them stay at their house or apartment.</p>
Pages 15-16	<p>Before we even read this page, what do you notice about the illustrations?</p> <p>In what ways did people in the community help Rosa and her mom?</p>  <p>Why was this important?</p>	<p>I notice the colors are bright again. I also notice yellow flowers in the border that are alive. I notice lots of people.</p> <p>Neighbors brought pizza and ice cream. Many people in the community gave them things like a table and chairs, a bed, a rug, curtains, pots and pans, silverware, dishes, and a stuffed bear. I can see from the illustrations, that people brought many other things like flowers, other food, a lamp, hangers, and a clock.</p> <p>Rosa and her mom didn’t have anything. Their new apartment was empty. Their neighbors gave them things they needed and wanted.</p>
Pages 21-24	<p>Once they saved enough money and finally found the chair they were dreaming of, who helped them out? How?</p>	<p>Aunt Ida and Uncle Sandy used their pickup truck to help them get the new chair from the store to their apartment.</p>
	<p>Who else can you think of from the community that helped out this family?</p> <p>Why is it important that people in a community cooperate to help others like they did in this story or in other texts we’ve read?</p> 	<p>Josephine, Mama’s boss, found jobs for Rosa to do at the diner so she could earn money for the jar. Uncle Sandy and Grandma helped by adding money to the jar. The firefighters helped put the fire out in their old house.</p> <p>Sometimes bad things happen to others or people need things they can’t afford. We might need help sometime. It is nice to know that people in a community help each other when they need it.</p>

END-OF-UNIT TASK

END-OF-UNIT TASK

Pretend you are a worker in your community and you are going to be a speaker at your school's Community Day where they highlight and celebrate different community workers who provide goods and services for the people in the community.

Use a combination of drawing, dictating, and writing to create a speech that you will present at the Community Day event. Your speech must describe your job duties, explain how you help the community by providing goods and services that people want and need, and describe how the community depends on you and you depend on the other people in your community. You will practice presenting your speech to a classmate.

Be sure to include:

- at least three details about the community worker you are pretending to be;
- how the community depends on your worker to meet their needs and get the things they want;
- how your worker depends on the community;
- at least three unit vocabulary words;
- evidence from the texts we have read; and
- sentences that begin with capital letters and end with punctuation marks.

You will also make a poster that you will display as you give your speech.

Your poster should include:

- the name of the worker you are pretending to be; and
- an illustration of your worker doing his or her job.

Teacher's Note: You may want to consider allowing students to dress as their community worker (Reader's Theatre or Wax Museum) when they present their speech. As an extension, lead a whole class discussion that highlights interdependence among the community workers that students presented in their speech. After the discussion, create a visual web to illustrate how each community worker depends on the other.

STUDENT RESPONSE

Hello, I am a waitress. My workplace is a diner. I take people's orders. I write their orders on paper then give it to the cook. I wear an apron so I don't get my clothes dirty. People depend on me to bring them the food they need when they are hungry. I depend on the cook to make the food. I love being a waitress.

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)	Writes or dictates and draws but does not use text specific information to explain details about community worker or off topic	Writes or dictates and draws to explain 1 or 2 key details about their selected community worker using text specific information	Writes or dictates and draws to explain at least 3 details about community worker using text specific information	Writes or dictates and draws (including labels) to explain 4 or more details about community worker using text specific information
Word Choice (Content Vocabulary)	Uses 0 content vocabulary to explain about selected community worker	Uses 1 content vocabulary to explain about selected community worker	Uses 2 content vocabulary to explain about selected community worker	Uses 3 or more content vocabulary to explain about selected community worker
Language	Writes letters and words without using phonics and word analysis skills	Writes the most frequent sound for each consonant but is inconsistent and inaccurate with one-to-one correspondence	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant and write VC, CVC, and CV words	Writing words with accurate decodable letter sound relationships including VC, CVC, and CV as well as CCVC words
Mechanics	Little or no use of punctuation and capitalization	Uses some punctuation and capitalization but errors make understanding difficult	Mostly uses punctuation and capitalization but errors do not interfere with the understanding	Consistently uses punctuation and capitalization

Above Expectation: 11-12 points

Meets Expectation: 7-10 points

Needs More Time: 3-5 points

Below Expectation: 0-2 points

*Points are not designed to be averaged for a grade.

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.

- 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?	
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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.

- 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?

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? 	

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.