TEACHING LITERACY IN TENNESSEE: UNIT STARTER
GRADE 1

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Important Note: *The unit starter provides the foundation for unit planning. 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 5 for more guidance on planning for other components of the literacy block.*

This unit starter is being released in draft form to be pilot tested in classrooms across Tennessee. The Tennessee Department of Education is committed to improving this resource to meet the needs of Tennessee educators and students and welcomes feedback on the design and usability of the unit starter. Please share your feedback through our online feedback form here. The department will use this feedback to improve this resource and inform the development of future resources.

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

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

Earlier this year, 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 department is committed to providing continued support to teachers and leaders in implementing this vision for literacy, which is why we are excited to release our second set of Teaching Literacy in Tennessee: Unit Starters for grades K-3.

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), Wiggins, G. & McTighe (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 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: The ideas we want students to understand, not just recall, from deep exploration of our unit concept and 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.

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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 Life Science Standards and focus on plant and animal life. These standards are represented below. **Though strong connections are made to the science standards within the unit, it is critical to note that this unit starter does not encompass the totality of the identified science standards. The unit is not intended to replace instruction and hands-on application of the science standards and practices.**

Kindergarten (K.LS1)

- K.LS1.1 Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).
- K.LS1.2 Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

Grade 1 (1.LS1)

- 1.LS1.1 Recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).
- 1.LS1.2 Illustrate and summarize the life cycle of plants.

Grade 2 (2.LS1)

- 2.LS2.1 Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.
- 2.LS1.3 Use simple graphical representations to show that species have unique and diverse life cycles.

Grade 3 (3.LS1)

- 3.LS1.1 Analyze the internal and external structures that aquatic and land animals and plants have to support survival, growth, behavior, and reproduction.

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: As you navigate this document, you will also see that sidebar notes have been included throughout. These notes (1) highlight additional rationale that may be of interest to educators and (2) point out specific changes that have been made to the second iteration of unit starters based on feedback from the first set.

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.

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

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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

To prepare students for success on the daily and end-of-unit tasks in the unit starter, 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.*

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.

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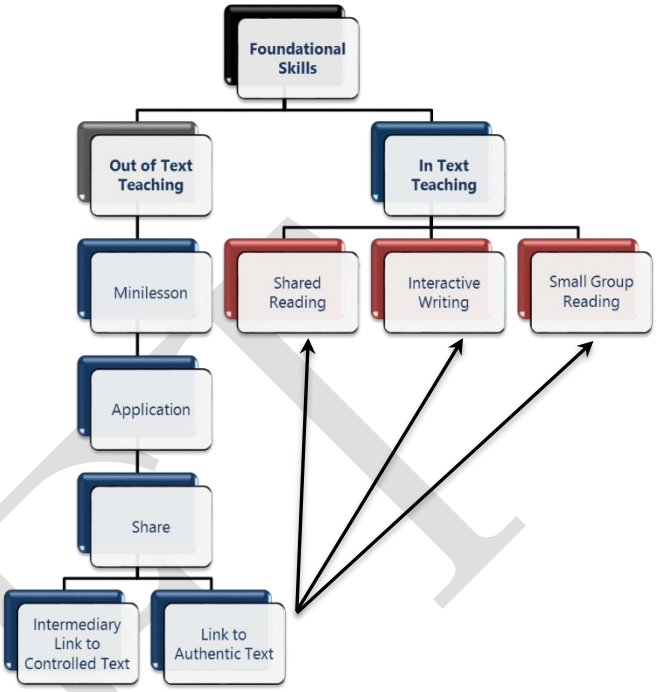
Foundational Skills Practice Out of Text and In Text

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 & 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.

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

Texts for Interactive Read Aloud & 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 & 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.

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6. WHERE CAN I SHARE MY FEEDBACK ON THE UNIT STARTER?

The Tennessee Department of Education welcomes any feedback you have on the design and usability of the Teaching Literacy in Tennessee: Unit Starters. Please share your feedback through our online feedback form here.

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UNIT OVERVIEW

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

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

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

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

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UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

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

Universal Concept:

Mutually supportive relationships

Unit Concept:

Structures and growth processes of plants sustain mutually supported relationships.

Enduring Understandings:

The external parts or structures of plants and their functions work together to support plant growth and survival.

A plant's changes, growth, and survival during the different phases of its life cycle and subsequent generations depends on its parts and structures.

A plant has predictable interactions with its surroundings during its life cycle in order to survive.

Essential Questions:

How do the external structures of a plant function to help the plant grow?

How does the repetitive nature of a plant's life cycle support the survival of the individual plant and the survival of other plants just like it in the future?

How do the plant's parts interact with its surroundings during its life cycle in order to survive?

Disciplinary Understandings:

Plants have structures that have specific jobs or functions.

A plant's life cycle has predictable phases: pollination, seed, fruit/pod, "planting," germination, and plant growth.

Seeds need to be planted in the right environment and under the right conditions to grow and move through the phases of its life cycle.

Guiding Questions:
What are the structures or parts of plants? What does each structure do?
Describe the phase of a plant's life cycle.
What do plants need in order to grow?

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:

Ms. Green is looking for some qualified students to volunteer at her nursery, Green's Garden Depot. She has sent a volunteer application for each of you to fill out to show what you know about the parts of plants and their life cycles. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.

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 …

From Seed to Plant (IRA)

Sunflower House (SR)

Dandelion Seed (SR)

A Tree is a Plant (SR)

Miss Maple's Seeds (IRA)

Trees the Seeds (SR)

A Seed is Sleepy (IRA)

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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 Grade 1 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

Universal Concept:
Mutually Supportive Relationships

Note: The universal concept for the second set of unit starters is the same across grade levels. However, not all units that are rooted in aligned disciplinary standards necessarily need to have the same universal concept. For example, the first set of unit starters included different universal concepts for all four unit starters.

Unit Concept:
Structures and growth processes of plants sustain mutually supported relationships.

Enduring Understanding: The external parts or structures of plants and their functions work together to support plant growth and survival.	**Enduring Understanding:** A plant's changes, growth, and survival during the different phases of its life cycle and in subsequent generations depends on its parts and structures.	**Enduring Understanding:** A plant has predictable interactions with its surroundings during its life cycle in order to survive.
Essential Question: How do the external structures of a plant function to help the plant grow?	**Essential Question:** How does the repetitive nature of a plant's life cycle support the survival of the individual plant and the survival of other plants just like it in the future?	**Essential Question:** How do the plant's parts and structures interact with its surroundings during its life cycle in order to survive?
Disciplinary Understanding: Plants have structures that have specific jobs or functions.	**Disciplinary Understanding:** A plant's life cycle has predictable phases: pollination, seed, fruit/pod, "planting," germination, plant growth.	**Disciplinary Understanding:** Seeds need to be planted in the right environment and under the right conditions in order to grow and move through the phases of its life cycle.
Guiding Question: What are the structures or parts of plants? What does each structure do?	**Guiding Question:** Describe the phases of a plant's life cycle.	**Guiding Question:** What do plants need in order to grow?

1.LS1.1 Recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).

1.LS1.2 Illustrate and summarize the life cycle of plants.

UNIT STANDARDS

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

ALIGNED STANDARDS: INFORMATIONAL TEXT
1.RI.KID.1 Ask and answer questions about key details in a text.
1.RI.KID.2 Identify the main topic and retell key details of a text.
1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.

ALIGNED STANDARDS: LITERATURE
1.RL.KID.1 Ask and answer questions about key details in a text.
1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
1.RL.CS.6 Identify who is telling the story in various points in a text.
1.RL.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its characters, setting, or events.
1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.
1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.

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ALIGNED STANDARDS: WRITING

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

1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.

1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time-order words to signal event order, and provide some sense of closure.

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

1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

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

1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

ALIGNED STANDARDS: SPEAKING & LISTENING

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

1.SL.CC.2 Ask and answer questions about key ideas in a text read aloud or information presented orally or through other media.

1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.

1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

ALIGNED STANDARDS: SCIENCE

1.LS1.1 Recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).

1.LS1.2 Illustrate and summarize the life cycle of plants.

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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, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text 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
From Seed to Plant (IRA)	Gail Gibbons
Sunflower House (SR)	Eve Bunting
Dandelion (SR)	Joseph Anthony
A Tree is a Plant (SR)	Clyde Robert Bulla
Miss Maple's Seeds (IRA)	Eliza Wheeler
Trees the Seeds (SR)	Myra Cohn Livingston
A Seed is Sleepy (IRA)	Dianna Hutts Aston

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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
Tops and Bottoms	Janet Stevens
The Tortilla Factory	Gary Paulsen
The Great Kapok Tree	Lynne Cherry
Are Trees Alive?	Debbie S. Miller
Wangari's Trees of Peace	Jeanette Winter
Tiny Seed	Eric Carle
From Seed to Pumpkin	Wendy Pfeffer
Bringing the Rain to Kapiti Plain	Verna Aardema
Plant a Little Seed	Bonnie Christiansen
In the Garden with Dr. Carver	Susan Grigsby
A Weed is a Flower	Aliki Brandenberg
The Life Cycle of a Pumpkin	Gail Gibbons
The Life of a Plant (poem)	

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UNIT VOCABULARY

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

Note: In addition to this comprehensive list, each question sequence lists the newly introduced vocabulary words that warrant instructional time and attention during the specific reading. These lists also provide guidance as to how the specific words could be taught.

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.

Plant Structures	Plant Needs	Plant Life Cycles
• blossom • buds • fruit • leaf • nectar • petals • pod • pollen • roots • seed • shoots • stem • flower • bark • branches	• minerals • nutrition • soil • vitamins	• photosynthesis • germination • pollination • ripen • cycle • flowering • dormant
ADDITIONAL VOCABULARY TERMS TO EMPHASIZE DURING INSTRUCTION		
• frilly • grandest • clever • downy • delicate • predictable • adventurous • mammoth • ripe	• snug • ancient • gravity • guaranteed • orphan • parachute • reveal • scatter • inventive	• sow • textures • tides • bulge • burrow • currents • drift

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FROM SEED TO PLANT – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

Note: In many cases, multiple question sequences are included for one text. These sequences intentionally build on each other in service of deepening students' analysis of the text and understanding of the unit's disciplinary and enduring understandings. Teachers may also decide to read the text in its entirety prior to asking questions.

TEXT

Text: *From Seed to Plant* by Gail Gibbons

Question Sequence*: First Reading (Pages 1-17)
**This question sequence is adapted from* Achieve the Core

Instructional Strategy: Interactive Read Aloud

Note: Each instructional strategy has a different purpose. Interactive read aloud is a time for students to actively listen and respond to above grade level complex text. 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. Shared reading is an interactive experience in which students join in the reading of an appropriately complex text with teacher support. Texts used for shared reading are texts that students can read with teacher support. The purpose of shared reading is to provide opportunities for students to practice their newly acquired foundational skills, develop reading fluency, and build knowledge. These texts should be chosen by considering students' current abilities and the pace at which they need to grow to end the year meeting or exceeding grade-level expectations.

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

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QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE	LANGUAGE FEATURES
Very Complex This informational text has a mixture of simple and complex sentences and very detailed illustrations of the parts of plants and the sequence of the life cycle.	Very Complex This text contains many content-specific vocabulary words that students likely will have never seen or heard before.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Moderately Complex The meaning/purpose of the text, while fairly straightforward in that it clearly intends to inform about the parts and the life cycle of plants, also explores complex systems such as pollination.	Slightly Complex The reader needs to be familiar with what seeds, plants, and flowers are, and to know that plants are living things.

Note: The desired understanding for each reading articulates the disciplinary or enduring understandings students will grasp and/or build on as a result of engaging with the text. The question sequence for each reading will draw students' attention to complex features of the text that will support or challenge students. Over the course of the unit, the desired understandings for each reading build intentionally on one another to provide a coherent learning experience for students. This coherence is also supported through the intentional sequence of texts.

DESIRED UNDERSTANDING(S) for this Reading

Students understand how plant parts (roots, shoot, leaves, buds/flowers) work together to help it grow.

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VOCABULARY WORDS

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

Create a word wall and add these words as they are used:

Seed (Explicit)
Stem (Explicit)
Leaf (Explicit)
Flower (Explicit)
Fruit (Explicit)
Pollen (Explicit)
Pollination (Embedded)
Nectar (Implicit)
Pod (Explicit)
Parachute (Implicit)
Scatter (Implicit)

Note: Note: The daily tasks build over the course of the unit to support students in developing the knowledge, vocabulary, and skills they will need in order to complete the end-of-unit task. Expectations for students' performance on the daily tasks are aligned with the disciplinary standards and the grade-level literacy standards for writing and speaking & listening.

DAILY TASK

Draw and label a plant's structures including the stem, leaves, flowers, buds, pods, and pollen. Write one sentence about how the stem helps the plant grow. Write one sentence about what the fruit or the pod does for the plant.

Note: You will not see one specific skill indicated as the focus for the reading. Educators are encouraged to support students in arriving at the desired understandings for the reading by integrating multiple literacy standards. To that end, the question sequences integrate multiple literacy standards. The literacy standards will come into play as students access the rich texts included in the unit starter. In this way, multiple literacy standards naturally support students in accessing and making meaning of the text. Each question sequence drives toward the desired understanding for the reading.

EXEMPLAR STUDENT RESPONSE

Student labels stem, leaves, flower, pod, and pollen.

The stem takes water from the soil to the rest of the plant.

The fruit (or the pod) protects the seed until the fruit (or the pod) ripens and releases the seeds.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 28-29 (Page 1 starts with "Many plants have seeds.")	*Project pages 28-29 so that students can see the steps of the <u>From Seed to Plant</u> project. Read each step and explain that steps 1-4 will be completed today, and that the group will start growing bean seeds.* What do you think we will see in a few days? How do you know? Let's read more in our book and find out!	We will see little plants (sprouts, leaves, etc.)

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Read each page of the book indicated in the first column and ask the questions in the middle column. Look for student responses similar to the exemplars in the last column.		
Cover	Check out the cover of this book. Let's read the title together. What do you think this book is about? Let's get started!	Plants; the journey of a seed growing into a plant; how a seed progresses into a plant.
Page 1	How do plants begin their lives? How do plants help make more plants?	Plants begin their lives as seeds. They make more seeds that grow into plants.
Page 3	How can we predict the kind of plant that a seed will grow into?	We figure out what kind of plant the seed came from because seeds grow into the same kind of plant that made them.
Page 4	Where do most seeds start? How do you think the flower does that? Why do you think this? Turn and talk to your shoulder partner and make some predictions about how you think that flowers make seeds. **Encourage students to use vocabulary words in their responses*	Most seeds start in the flower. *Answers will vary and could include:* The flower is pollinated from bees. OR The flower gets pollen on the sticky stick in its middle.
Page 5	*Read the parts of the flower to students. Have them point out the stem and petals.* What are these darker parts here? *Indicate the leaves.* How do the leaves help the flower survive? What is the yellow powder that flowers make called? Let's label it on our anchor chart along with the plant parts we've talked about so far. *Go through each part discussed so far asking students to say their names as you label the parts.* How do all these parts work together to help the plant live and survive?	Students point to parts indicated. The darker parts are leaves. Leaves help take in the sunshine that flowers need to grow. The yellow powder is called pollen. Stem, leaves, flower, petal *Answers will vary, but should include:*

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		Each part of the flower does something that the whole plant depends on to get food, to get water and sunlight, or to make seeds for the future. One example are the roots. The roots provide water and nutrients from the soil. The rest of the plant like the stem and the leaves need these nutrients to grow.
Page 6	Our text just told us what pollination is. I'm going to reread this part. Turn to your partner and explain what pollination is. Why is pollination important in a plant's life cycle? Remember to listen closely and, if necessary, point your partner back to what the text says so that the explanation is precise.	Pollination is when the grains of pollen land on the flower so a seed will start to grow. It is important because it is how seeds start, and seeds are needed for plants to grow.
Page 7-9	Are all plants pollinated in the same way? What are some of the different ways? What helped you to find this information in the text?	No; the wind helps some flowers with pollination, and others are pollinated by bees and birds. The pictures helped find the information about the ways plants are pollinated.
Pages 10-11	After pollination, where does the seed grow? Raise your hand if you agree? Who disagrees? Turn to your shoulder partner and explain why you agree or disagree based on what our text says. What protects the seed? How are the seeds protected so they will survive? Let's label the pod on our anchor chart. Who can name some fruits with the seeds inside?	The seed grows inside the flower; other answers will vary. The fruit or the pod protects the seed; the seeds are inside the fruit or the pod, so it is covered and protected until it is planted in soil and grows into a new plant. Answers will vary, but apples, oranges, grapes, pears, etc.
Page 12	Who has heard the word *ripe* before? What does it mean? What happens when the fruit or the pod becomes *ripe*? Let's show with our hands how the pod bursts open!	Ready to eat, fully grown It opens or is opened and the seeds fall out.
Pages 13-17	How do seeds get to the places where they grow?	They fall, spread out, wash up, and are scattered.

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	Look at this word, scatters, on page 16. Raise your hand if you know what it means. _____, tell us what scatters means. In what ways are seeds scattered according to our author?	To drop in all directions; to spread out all over By falling to the ground; Birds dropping them; Water carrying them; Wind scattering them; Animals scattering them
	Let's quickly review how a plant grows... Based on what we have talked about so far, we're going to think about each structure and how it works to keep a plant alive. Raise your hand if you know a plant part and what it does. Be ready to ask the speaker to go back into the text if you think he or she needs to check his or her response. *This will review students for the daily task and make sure they are ready to move on to germination and the plant cycle in the next lesson.* How do all these parts support each other to keep the plant alive?	Possible answers: Stems take the water and food to the whole plant so it grows. Leaves soak up the sun that is needed to grow. Fruit protects the seeds until it is time for them to get planted. Pods protect the seeds until they ripen and open for the seeds to fall out and grow if they are planted. Flowers take pollen from the same type of flower and grow a long tube through the pistil. This is the beginning of a seed. Pollen is what is needed for a flower to make seeds. They work together to help the plant live and grow and make new seeds and plants.

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FROM SEED TO PLANT – READING 2, QUESTION SEQUENCE 2, DAILY TASK 2

TEXT

Text: *From Seed to Plant* by Gail Gibbons

Question Sequence*: First Reading (Pages 18-30)
**This question sequence is adapted from* Achieve the Core

Instructional Strategy: Interactive Read Aloud

DESIRED UNDERSTANDING(S) for this Reading

Plants have a predictable life cycle that is necessary for their survival and ours.

VOCABULARY WORDS

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

Add these words to the word wall as they are used:

Germination (Explicit)
Roots (Explicit)
Minerals (Implicit)
Shoots (Explicit)
Cycle (Implicit)
Predictable (Explicit)
Buds (Explicit)
Vitamins (Implicit)
Nutrition (Explicit)

These words will be reinforced:
Seed
Stem
Leaf
Flower
Fruit
Pollen
Pollination
Nectar
Pod
Parachute
Scatter

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DAILY TASK
Draw the life cycle of a plant. Then, write a paragraph about each stage of the life cycle that includes an introductory sentence, detail sentences, and a closing sentence. Be sure to include at least one sentence that names each step, and use vocabulary from our text. Refer back to the text when writing your paragraph.

EXEMPLAR STUDENT RESPONSE

Students will draw (minimum):

1. The seed in the ground
2. The seed starting to grow roots and stems
3. A seedling with leaves, stems, and roots
4. A full-grown plant with buds, flowers, and seeds (or a combination of these)

Students will label the picture.

Paragraph:

The life cycle of a plant happens for most plants. First, a seed that has found a place to grow has the beginnings of a new plant inside and food to get it started. As it grows, a stem starts to grow up toward the sun, and the roots grow down into the ground. The roots grow down to get the minerals and water from the ground to help the plant grow. Next, a shoot forms and grows up out of the ground into a seedling. The plant grows and grows until, finally, it is a big plant with flowers and seeds. From these seeds, more plants will grow. That is what makes the life cycle like a circle.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 1-17	*To get students reconnected with what they've learned so far, briefly review yesterday's reading with some questions about the content of pages 1-17.*	
	What did we learn about seeds yesterday?	They contain the beginnings of a plant; they can be scattered; they are protected by pods or fruit; they come in lots of shapes, sizes, and colors.
	What are the parts of a plant that we discussed and what is each part's function (use anchor chart)?	The parts of a plant are the flower, leaves, stem, pollen, pod, and roots. The pollen lands on the flower and makes a seed. The pod protects the growing seeds. The leaves make food for the plant from the minerals in the soil and the sunlight. The roots grow down into the soil. They also get food from the soil to help the plant grow.
	Name at least 2 different ways seeds can be scattered before they land and start to grow.	

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		Seeds can be scattered by the wind blowing them. They can also be scattered by animals. The seeds also help scatter themselves by floating in the air or getting stuck on animals or people.
Pages 18-19	Look at pages 18-19 – what is another way that seeds get to where they are going to grow? That's right, people just like us choose the seeds they want to plant and grow in their flower or vegetable gardens.	Seeds are also planted by people.
Page 20	What do seeds have on the outside, and why is it important? What do seeds have on the inside that needs to be protected?	On the outside, seeds have a seed coat that protects them so they can start to grow. Seeds have the beginning of a new plant on the inside, and the food the new plant needs to start growing.
Page 22	In addition to water, what two things does a plant need to grow? The texts states that a seed's seed coat opens and the seed begins to grow. What is the name of this process? How do roots help a plant grow? Why do they grow down into the ground instead of up like a shoot? The text says that a seed "must be on or in the soil." Why?	Plants also need sunlight and minerals from soil to grow. Germination happens when the seed coat opens and the new little plant inside begins to grow. Roots grow down so the plant can take what it needs from the soil to grow. The seed must be on or in the soil so that the roots can anchor and grow down into the ground and get food for the plant.
Page 23	What happens after a seed gets water and sunlight, its seed coat opens, and its roots grow down into the soil?	A shoot, a tiny plant, comes out of the ground and spreads its leaves toward the sun.
Page 24-25	The author tells us that the plant grows bigger and bigger in the sun, takes in food and water from the soil, and then a bud forms. What is a bud? Let's remember how a plant grows. What happens first? Then… Next…	A bud is where a flower will grow and produce new seeds. A seed is planted and starts to grow. It forms a shoot and emerges from the ground.

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	Finally… When something happens again and again like this in a pattern, what is it called? Does anyone know? Can you name other things that happen in a cycle? Let's look at our life cycle anchor chart and label it together… In the first section, we see the seed in the ground waiting to grow…what are all these parts? In the second section, what is happening? Why is it important that the seed grows roots?	It grows bigger and stronger as it gets food and water from the soil. It forms flowers that make more seeds when the pod or the fruit is opened or dies. Life cycle. (seasons, day and night) It's a cycle, like the circle of life. The plant finds a place to grow, grows, dies, and leaves more seeds for the next plant. Students will call out seed, food, new plant, and seed coat. Germination. The seed is sprouting and growing roots. It is important because the roots take in the water and mineral from the soil.
	In the third section, we now have a plant that has pushed up through the ground. What did our book say this was called? Why is it important that the shoot stretches its leaves out of the soil? What part of the plant supports the leaves and is the path for food, water, and nutrients? In the 4th section, we see a whole plant, fully developed with buds, flowers, and even a seed pod. What is inside the pod that is necessary for the plant's life cycle? Why are they necessary? So let's look at all four sections as a cycle – 1,2,3,4 happening over and over as seeds are planted, seeds germinate, plants grow, and plants make new seeds. What is a word that describes steps that happen in a cycle?	A shoot. It is important that the leaves are in the sun because that is how the plant collects what is needed from the sun and the air to make food. The stem New seeds are inside the pod. They are necessary for new plants to be grown. It is predictable!

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	How is the life cycle of plants predictable? Explain your answer using what we learned in our book today.	Most plants grow, make seeds, and pass on their seeds. This cycle happens over and over again, so we can predict it.
Page 26-27	What does the author mean when she says that the seeds, fruits, and pods that we eat from plants are "full of nutrition"? If a food is full of nutrition, another word for that is nutritious. What does nutritious mean? So why is the life cycle of a plant important to us as humans?	She means that they are healthy and good for us to eat. Nutritious means full of nutrients, vitamins, and minerals – full of nutrition. The life cycle of plants is necessary for us to be able to grow the food we need to eat to stay healthy.
Page 28-29	Let's not forget about our bean seeds and watching them grow! We are helping them by starting their life cycle, aren't we! Let's predict what will happen to them based on what we know about plant parts and the life cycle of a plant. What will we see first? Next, what might we see? *Their daily task will require them to summarize the life cycle, so helping them to verbalize the stages will build their capacity for the daily task.*	They will start to grow roots and a little new plant will start. We will put them into dirt in a pot so they can get what they need to grow. Little shoots will come up and will have stems and leaves. The little plant will grow and grow if we make sure it has water and air and sunlight. It will eventually become a big plant and make buds and flowers and seeds.

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SUNFLOWER HOUSE - READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT
Text: *Sunflower House* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
530L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is moderately complex. Chronologically sequenced, this rhyming narrative consists of both prose form and stanzas. Many illustrations are used to directly support and assist in the interpretation of the text.	The language features are moderately to very complex. The text contains elements of figurative language such as metaphors and personification. The sunflowers are referenced as "a golden roof above my head," and the sunflower house is referred to as a castle and a cage. The children metaphorically allude to themselves as jungle beasts that roar and rage. Personification examples: "Moon shadows shiver on the ground. The sunflowers whisper all around. They whisper songs of heat and rain and things too secret to explain." The stars play peek-a-boo. Complex vocabulary includes the words *guaranteed, frilly, mammoth, shiver, tinged, bulge*
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is moderately complex. The text includes multiple levels of meaning. The text implies the fruition of hard work and tenacity; the disappointment of the unexpected; the renewed hope the future holds.	The knowledge demands for this text are moderately complex. Mostly simple, concrete ideas. Some discipline-specific content knowledge about the stages of the

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	life cycle of plants would make this text more accessible for students. For students who lack experience with flower gardens and foliage, the story may be more difficult to understand.

DESIRED UNDERSTANDING(S) FOR THIS READING

Seeds grow into mature plants that produce new seeds.

The changes during the life cycle of a plant are predictable throughout the seasons and support its sustainability.

VOCABULARY WORDS

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

sow (Implicit)
guaranteed (Implicit)
mammoth (Embedded/Explicit)
frilly (Implicit)
tinged (Implicit)
shiver (Implicit)
secret (Implicit)
bulge (Implicit)

The following words will be reinforced (they were previously introduced in earlier texts/readings) in this reading:
stems
petals

DAILY TASK

The student will be given the following written assignment:

You have just read a story about a boy who grew a flower from a seed to a full-grown plant. You have learned important information about plants and their life cycles from the first informational text we read, *From Seed to Plant*.

Using the knowledge you have gained, create a poem about the life cycle of a seed that grows into a beautiful plant. You may include characters like the ones in *The Sunflower House* if you would like. Be sure to include names of the parts of plants and how they grow. Incorporate our unit vocabulary in your writing.

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EXEMPLAR STUDENT RESPONSE
The student will create a poem that uses terms from the knowledge built from the texts *From Seed to Plant* and *Sunflower House*. Fun in the sun. Summer is done. Winter winds blow. The ground has snow. I will rest beneath the ground. The children can look. I won't be found. It won't be long till I am grown. Then all the stories I have known About how a seed becomes a plant Will come true-can't wait for that! Soon a pretty flower I will be. The bees and butterflies will all join me. Oh, what fun this time will be! It won't be long. You will see.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 4 (Teacher must number pages beginning with the first page of written text.)	The story begins with a boy pulling out the weeds in his garden and planting seeds. How does he help care for them? What is this process called?	He waters them every day and keeps birds from eating the seeds. Sowing
Page 4	We just finished reading the book *From Seed to Plant* and learned so much information about seeds and how they grow. Notice the illustration on this page. What has happened to the seed since it was first planted? Why would the illustrator draw this picture for the readers?	Germination of the seed has begun. It has grown roots deep into the soil, and the flower is beginning to sprout above the ground. The illustrator wants us to understand the story, so the illustration gives us more information about the growth stage the plant is in right now.

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Pages 5 and 6	Look at the illustration on page 5. The package of seeds has the word *SUNFLOWER* written on it. We learned from our book study of *From Seed to Plant* that each type of seed will grow into that same type of plant, so we know that these sunflower seeds will grow into what flower? We also see the word *Mammoth* on the package. Sometimes words have different meanings. The word "mammoth" may be used in this story in a way that is unfamiliar to you. From other books or movies, you may know that a mammoth is an extremely large animal that existed during the Ice Age. It looked very similar to an elephant but had thick fur. On page 6 of the text, the story says, "A mammoth flower grows from each seed." Do you think the word mammoth, as used in this story, means this animal? Why or why not?	The sunflower seeds will grow sunflowers. No, there is no flower like the Ice Age animal.
	The word *mammoth* also means "very large" or "enormous." If we know that the *Mammoth Sunflower* is the type of plant that these seeds will grow into, what can we predict about what this flower will be like?	It will grow to be very large.
Page 6	We learned from the text that the boy's friend Bernice refuses to believe that a mammoth flower would grow from each seed. Why might she be so unsure? The boy, however, is very confident that the large flower will grow from this seed. What does he know about planting, watering, and caring for plants? Why would he tell her to wait?	The tiny seed looks nothing like the large plant it will grow to be. The boy knows that if a seed is planted in the soil, it will soon germinate to grow roots and leaves if it is watered and protected from the birds. If Bernice waits, she will see that he was correct.
Page 11	The author calls the flowers a "golden roof." Why would he choose to describe the flowers in this way?	The boy sits inside the "sunflower house." The flowers stand tall above him, and so many of them cover him like a roof on a house.

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Page 18	The boy and his friends bundle up and sleep in the sunflower house one night. On page 18, the text says that the sunflowers whisper songs of heat and rain. Think about how the heat and rain affect the flowers. Tell your partner why the sunflowers might whisper about them.	Rain is very important in helping the flowers grow from a seed to a plant. The summer heat is hard on the plants. The flowers would talk about things that affect them in both good and bad ways.
Page 19	After many days of playing in the sunflower house, the story tells us that the flowers come "tumbling and rumbling down" and the sunflower house is "not a house at all." We also read in the text that when the children slept in the sunflower house that they had to bundle up. What is happening to the flowers at this point? Why does this happen?	The plants have grown from a seed into a full-grown plant. In the cooler seasons after summer, the plant begins to die.
Page 25	The children try very hard to help the dying plants to recover, but nothing works. When the boy discovers all of the seeds in the middle of the plants, what does he realize?	He knows that he can plant the seeds and grow more sunflowers like he did last year because planting seeds started the life cycle of a new plant.
Page 25	The text says, "It's neat to think when something's gone a part of it goes on and on." Thinking back about what you have learned about the life cycle of plants from our studies so far, what does the author mean? How does something that is gone continue to go on and on? Turn to a partner and discuss what this statement means.	The sunflower seeds are part of the flower. After the sunflower dies, the seeds will make more sunflowers. The cycle will keep repeating. Also, the sunflower houses that have died could grow again, so the fun times could continue.
Page 29	On page 29, the last sentence in the text speaks of the sunflowers. It states, "Next summer they'll be everywhere!!!" What, from his experiences in the story, has the boy learned about the life cycle of plants that makes him so certain that next summer the flowers will be everywhere?	The boy knows that the life cycle has a predictable pattern and will be repeated. The seeds will grow roots and develop into large, full-grown flowers.

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THE DANDELION SEED - READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT
Text: *The Dandelion Seed*
Question Sequence: First
Instructional Strategy: Shared Read

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
560L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is Slightly Complex. The text follows a simple narrative structure. The order of events is chronologically sequenced through the life cycle from seed to plant. Beautifully crafted illustrations support comprehension of the text.	The language features are Moderately Complex. Largely familiar conversational language is accompanied by support within the text; however, some students may recognize that the vocabulary is used in an unfamiliar context. E.g.: "Soon the seed flowered in the bright, delicate dandelion it was meant to be." "It became part of the wind, and was carried away." Pronoun references to antecedents are frequently required for understanding. The sentence structure is primarily composed of simple and compound sentences. Some constructions and dialogue are slightly more complex. The occasional use of figurative language is expressed in the form of similes and personification and raises the complexity (e.g., "The seed landed when snow began to fall. It listened in silence as peace covered it like a blanket.")

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MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of the text is Moderately to Very Complex. Expressed through the journey of this little seed, underlying metaphorical references with multiple implicit themes (i.e., loneliness, courage, and empathy) alongside the knowledge of plant life cycles.	The knowledge demands for this text are Slightly to Moderately Complex. For some students, the actual experience of travel across landscapes may be limited to what is read in texts. Universal content knowledge makes the text readily accessible to all cultural backgrounds. The complex concepts of the seasons, seed dispersal, and germination are referenced in this text.

DESIRED UNDERSTANDING(S) FOR THIS READING

Seeds grow into mature plants that produce new seeds.

The changes during the life cycle of a plant are predictable throughout the seasons and support its sustainability.

VOCABULARY WORDS

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

flowered (Implicit)
silence (Implicit)
delicate (Implicit)

The following words will be reinforced (they were previously introduced in earlier texts/readings) in this reading:
ripened
nectar

DAILY TASK

The text demonstrates to us how the seasons helped support the growth of the seed into a dandelion.

Through writing and illustrations, create a narrative that continues the story of the frightened little seed who, at the end of the story, was encouraged by the dandelion. Describe the actions, thoughts, and feelings of the little seed as it is carried far away to develop into a plant.

Be sure to use details to describe the actions, thoughts, and feelings of the little seed, and use time-order words to tell what happens. Describe how the wind, rain, and sunshine helped the seed to grow into a healthy, full-grown flower. Using your knowledge of the seasons, explain when this help from nature happens.

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EXEMPLAR STUDENT RESPONSE
With prompting and support, the student will continue the story that takes the little seed through the seasons and the elements to grow roots and develop into a mature flower. The student response may use illustrations to accompany the writing. The little seed listened to the words of the dandelion and no longer felt afraid. The wind took it to many exciting places and dropped it by a stream. For many days, the cold winter winds pushed the seed into the ground. It rested a long time. Spring got closer, and the sun warmed the ground. The rain and the stream gave it water to drink. Soon, germination began, and the seed pushed through the soil. It grew green leaves. It was becoming a plant! The plant grew until it turned into a beautiful flower that knew that the dandelion's words were true. It is okay to be brave. The seasons, the wind, the rain, and the sun took good care of it.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 1	The author chooses to begin the story *The Dandelion Seed* in Autumn. Why would he purposefully select this specific season to open his story? How does Autumn connect to the life cycle of a plant that we have been learning about? Think for a minute before turning and sharing your response with a partner.	The author begins the story in Autumn because the seeds have fallen from the dead flowers. This is when the journey of the seed begins as it waits until the Winter wind carries it away.
Page 4	What does the text mean when it states that the seed became "part of the wind and was carried away"?	The winter wind picked the seed up and carried it along until it landed.
Page 12	The story tells us that the seed "wondered where it belonged." Thinking about what the seed is experiencing in this story, why would the seed feel this way?	The wind is blowing the seed from place to place. Where the seed lands depends on the elements of the weather, so the actual place it settles cannot be known ahead of time.
Page 13	Let's return to the text and read a statement. "The seed landed when snow began to fall. It listened in silence as peace covered it like a blanket." In which season did the seed's travels finally end? Using evidence from the text, how do we know this?	It is Winter. We know this because the text tells us that the seed was carried in Winter. After the winter winds blew it away, the snow began to fall.
Page 13	Let me read this phrase again. "The seed landed when snow began to fall. It listened in silence as peace covered it like a blanket." The word *peace* has a homonym *piece (spelled p-i-e-c-e)* which means "a portion or a part of something."	The author is talking about the snow. It covers the little seed like a blanket. The author uses the word 'peace' because the

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	However, the word used in this sentence is *peace (p-e-a-c-e)* which means "quiet, calm, or undisturbed." We know that *peace* is <u>not</u> a covering like a blanket. To what is the author referring when he states that the seed "listened in silence as peace covered it like a blanket"? Why would he use the word *peace* to make this description?	snow falls very quietly and the world is very calm just like the seed lies in silence.
Page 24	The author states that the "life that began as one little dandelion seed ripened into many." What does this statement mean? Turn and discuss your thoughts with your partner.	One seed changes into a full-grown plant that creates many seeds. Each seed then begins its own journey to becoming adult plants.
Page 27	In the story's conclusion, the full-grown dandelion tells the little seed, "The wind and the sun and the rain will take care of you." In what ways will each of these three elements support the life of this seed? Return to the text to support your response. Using your knowledge of the seasons, think about when these elements from nature would help the seeds germinate.	The wind blows the seed carrying it away to its place to land. This happens in the fall, before the seeds bury down in the soil during winter. The sun warms the temperatures and the soil so the seed can grow roots and leaves. This would happen in the spring and summer. The rain provides water for the roots to grow. This would happen during spring time. All three of the elements work together to help the plant to grow.

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A TREE IS A PLANT – READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT
Text: *A Tree is a Plant* **Question Sequence:** First Read **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 420L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is slightly complex. This text uses simple sentences that are very explicit. The connections between ideas and processes are clear, sequential, and predictable.	The language features are slightly complex. The language is explicit, literal, straightforward, and easy to understand. The vocabulary is familiar and conversational.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is moderately complex. The meaning is implied but easy to identify by looking at the context.	The knowledge demands for this text are moderately complex. The text explicitly details domain-specific content. It draws on the assumption that the reader knows the difference in living and non-living things. There are mostly simple concepts (life cycle) with some more complex concepts (photosynthesis).

DESIRED UNDERSTANDING(S) FOR THIS READING
Trees are the largest plants. They go through a life cycle. They have parts that help them live including roots, the stem, bark, leaves, and blossoms. Trees go through predictable life cycle. They have important parts that function to keep them alive.

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VOCABULARY WORDS

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

soil (Embedded)
blossom (Explicit)
ripe (Implicit)
bark (Explicit)
trunk (Explicit)

The following words will be reinforced (they were previously introduced in earlier texts/readings) in this reading:
roots
bud
seed
flower
fruit

DAILY TASK

We learned that a tree is a large plant. Just like the other plants we talked about during this unit, a tree goes through a life cycle. Trees have different parts that help them live. Write a paragraph describing how the parts of a tree work together to help them survive.

EXEMPLAR STUDENT RESPONSE

Trees are plants and have parts that work together to help them live. The roots of a tree hold it in the ground and keep it safe from the weather. The roots bring water to the branches and leaves. The leaves make food for the tree. They make food from water, air, and the sun. The blossoms help the tree make seeds to make new trees. A tree has parts that work together to help it live.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pg. 5	Let's think about what the author told us on this page. What new things have we learned? Name one similarity between trees and the other plants about which we have learned.	Trees are the largest plants that grow. Trees grow from seeds just like smaller plants. There are many kinds of trees.

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Pg. 8	Most seeds are planted, but some are not. Explain to your partner how a seed that just falls to the ground might get planted.	The seed falls to the ground. The wind blows dirt over the top of the seed. Then the wind blows other things, like leaves, over the top of the seed. It is now planted.
Pg. 9	What happens to the seed in the winter?	The seed lies under the leaves and soil. As the winter weather comes down, the seed is pushed further into the ground.
Pg. 9	What causes the seed to begin germinating? Be sure to use a complete sentence that includes our vocabulary word "germination."	Seeds begin to germinate when they have warm soil and plenty of sunshine and water.
Pg. 13	Why is it important for the apple blossoms to fall off of the tree?	It's important for the blossoms to fall off because apples grow where the blossoms were and inside the apples is where a plant grows new seeds. Those new seeds must come in contact with soil after they fall to the ground where they will wait until the spring when they germinate.
Pg. 15	Re-read page 15. The author uses the pronoun, "they." I wonder how to figure out what the author was referencing with the pronoun, "they." (Re-read pg. 13) Now tell your partner what word we could use to replace "they" on pg. 15.	We could use the word "apples" to replace "they."
Pg. 18-19	Tell your partner something new we just learned about a tree's roots.	They are underground. We can't see roots. They can be as small as hairs.
Pg. 19-20	Tell your partner how a tree's roots help it survive and grow. Explain how the roots help support the stem or in this case the trunk of the tree. How do other parts of the tree support each other?	Roots hold the trunk in the ground. Roots keep the tree from falling over. Roots keep the tree from washing away. They carry water to the trunk. This reminds me of how the leaves, tree trunk, and blossoms all work together to keep the tree alive.
Pg. 21	This page tells us about "food." What does the tree need to make its food? This process of a plant making its food, is called photosynthesis. Say this word with me: photosynthesis (students echo). This means the leaves on the tree take in sunlight and air and	The tree needs leaves, air, water, and sunshine to make its food.

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	make food or energy for the tree to live. Consider what you know about living things: why do trees need their leaves to make food?	Trees are living things, so they need food and energy to survive.
Pg. 26	We have talked about the life cycle of a plant. Does an apple tree follow a life cycle? How do you know?	Yes, an apple tree lives and grows. Each Spring, it has blossoms and begins to grow apples just like the year before. It follows a life cycle as it grows each year.

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MISS MAPLE'S SEEDS – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT
Text: *Miss Maple's Seeds* **Question Sequence*:** First Read **This question sequence is adapted from* Achieve the Core **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 850L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
The text structure is very complex. This narrative allows the reader to experience the journey of a seed through rich figurative language and personification. Illustrations are necessary for readers to understand some of the complex language (i.e., "thunderstorms pour curtains of rain").	The language features are very complex. Figurative language, personification, and non-literal language make this text complex for readers.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of the text is very complex. This text has multiple levels of meaning. Very literally, it is about the journey of a seed. However, this repeated text offers another level of meaning, "Take care, my little ones, for the world is big and you are small." Additionally, a reader could also gain the message of perseverance and that size is not important.	The knowledge demands for this text are moderately complex. The reader needs to understand that plants grow from seeds and that seeds and plants all look very different.

DESIRED UNDERSTANDING(S) FOR THIS READING
All plants go through a predictable life cycle beginning as seeds. Nature helps support the life cycle, especially when seeds begin their journey of being "planted." The wind, water, and animals can help plant seeds in a place

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where they can germinate. This story is fiction and tells us about what a seed's life is like during all four seasons before it gets planted.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.
guests (Embedded)
orphan (Explicit)
bustling (Explicit)
firefly (Embedded)
burrow (Implicit)
journey (Explicit)
tides (Embedded)
guidance (Implicit)
gazes (Explicit)
grandest (Explicit)
drift (Embedded)

The following words will be reinforced (they were previously introduced in earlier texts/readings) in this reading:
soil
pods
petals
root

DAILY TASK

Think about all you have learned about the life cycle of a plant. As a plant life cycle expert, write a letter to one of Miss Maple's orphan seeds. Tell them how they might be planted and what their life may be like as they go through their life cycle. Be sure to introduce your topic, use facts from *Miss Maple's Seeds* and the other texts we have read to provide information that the seed needs, and write a supportive conclusion that encourages the seed.

EXEMPLAR STUDENT RESPONSE

Dear Orphan Seeds,

It must be scary to feel all alone, but don't worry! You may all be small and look very different, but you will each grow into a great plant. Some of you will be carried on the wind, and some of you will be carried by the water to the places where your roots will grow down and your sprouts will grow up. You will need rain and sunshine to help you grow. Please know that nature will take care of you.

Sincerely,
1st Grader

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PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pg. 4	Who are Miss Maple's guests?	The guests were seeds. She collected seeds that didn't have a home. The seeds got lost during spring planting. Miss Maple called these orphan seeds.
Pg. 5-6	The author says the seeds are "all similar yet none the same." Look at the illustration on this page. What is similar about these? What is different?	They are all seeds, but they look different and will grow into different kinds of plants.
Pg. 7-8	Let's analyze this illustration. Name the friends of the river. How or why are these friends that will help seeds bloom in safe places?	Dragonflies may carry small seeds across the land. The seeds might stick to their wings. Frogs eat insects. The insects can keep seeds from blooming. The water may help carry seeds down the river to begin their lives.
Pg. 15-16	Let's listen to the author's words again, "In bustling gardens, seeds must take care to stay clear of weedy characters." Look at the illustrations and think about the text. What is the author telling the orphan seeds? Why would they want to stay away from weedy characters?	A weedy character is a mean looking weed. Seeds need to stay away from weeds because they can take away the sun, water, and air that the plants need to grow.
Pg. 19-20	On a windy May morning, the last Spring petals drift down from the sky. The time has come for Miss Maple to send her seeds off to find roots of their own. Why is it time for Miss Maple to send the seeds off? What does the author mean by saying "find roots of their own"?	It is the end of Spring, and the seeds are ready to germinate. The seeds will begin to grow roots when they germinate. It also means to settle down.
Pg. 25-26	The author repeats, "…even the grandest of trees once had to grow up from the smallest of seeds." How does this remind you of what you know about the life cycle of a plant?	This reminds me that a plant begins its life as a seed. Deeds are all very different, but they go through similar life cycles.

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TREES: THE SEEDS - READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT
Text: *Trees: The Seeds* **Question Sequence:** First Reading **Instructional Strategy:** Shared Reading

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
Because this is a poem, a definite quantitative measure is not available.	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex The way this poem is arranged on the page, the use of some punctuation marks but not others, and the capitalization of every line will make this text somewhat complex for first graders. Its short length will help it be more accessible.	Very complex Figurative language, verb tense shifts, personification, and advanced vocabulary make this text complex for first graders.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Very Complex This text can have many layers of both figurative and literal meanings that vary based on the readers' experiences and prior knowledge.	Moderately Complex Readers will need to have some experience reading poetry and some knowledge of plants as living things that grow from seeds.

DESIRED UNDERSTANDING(S) for this Reading
Trees grow from seeds that have features that allow them to be scattered by wind and animals. Trees have a predictable life cycle like other plants.

VOCABULARY WORDS
The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis. downy (Embedded) aloft (Implicit) These words will be reinforced from previous learnings: seed scatter

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DAILY TASK
This poem is written from the perspective of tree seeds. Pretend you are a seed from your favorite kind of tree. Using what you know from this poem and other texts you have read in this unit, write a narrative in which you describe what happens in your life cycle as a seed. Write about what characteristics you have to help you travel to a spot where you can be planted and germinate. Remember to introduce what you are writing about, to describe your actions, thoughts, and feelings, and to use time order words to show the order in which the parts of your life cycle occur. End your narrative with a sense of closure to show the reader that your story is finished. Use vocabulary we learned in this unit about different parts of a plant life cycle.

EXEMPLAR STUDENT RESPONSE
As an apple tree seed, my life has been pretty exciting. I was just hanging out inside an apple when it was picked and carried a long way from my tree. I found myself in a grocery store where a pretty mom took my apple home for her little boy. He ate the apple for a snack, and he threw me down with the core when he was done. I fell out of the core on to the ground next to his swing set. The ground was soft there, so I settled in and started to grow roots and a little plant pretty quickly. Then, before I knew it, I felt the sun when I stretched my new leaves up out of the ground. I became a plant!! After a while of growing, the pretty mom saw me and realized that I was a baby apple tree, so she moved me to a safer place away from where the little boy played. I grew for a year in that happy place, and before long, I had apples of my own. When my first apple was picked, I knew that inside it were seeds like I had been, and I felt proud to know that apples would go on because of me.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
All	*Teacher will first read the entire poem all the way through a couple of times. Each student needs their own copy so they can follow along, and the poem needs to be projected for all to see, as well, if possible.* Look at how the poem looks on the page. Is there punctuation at the end of every sentence? How are capitals used? Why do you think the author chose to set these words up the way she did? Do you see any patterns? When you read a poem, these are things to think about. On your copy of the poem, number each line. There are 15 lines in this poem. We will take turns reading now – I will read some lines, and then you will read those same lines after me.	Students may have a variety of responses. The goal is to focus thinking about poetry as a medium.

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Teacher reads Lines 1-2; students repeat	Who is the "we" mentioned in line 1? So, the seeds are telling the story, right? What is it called when things that are not human act like humans?	"We" is talking about the seeds. Personification
Teacher reads Lines 3-5; students repeat	In lines 2 and 3, the parts of the seeds are called wings, parachutes, and legs…do seeds really have these things? What is the author trying to show? Look at the word *downy* in line 3. What do you think downy means? When an author compares things like seed parts and parachutes, she is using a *metaphor*. Let's look for another metaphor in the poem.	No, they don't really have these things. The author is trying to show how seeds have parts that allow them to be scattered by the wind. Downy means soft and fluffy and floaty like a feather.
Teacher reads Lines 6-8; students repeat	These lines talk about "some kind mouse." Why would the author call the mouse *kind*? What might happen to the seeds if they did not get buried by the mouse?	Because the mouse will bury the seeds in the earth where they can grow. They might not be able to grow.
Teacher reads Line 9; students repeat	Do squirrels usually eat seeds for food? Where do they get them? Why does the squirrel need to "forget" that the tree seeds are food? Do we usually think of squirrels doing human things like forgetting? What did we say that was called?	Squirrels eat nuts from trees that are seeds. They get them off the ground or dig them up if they are buried. So that the seeds will be left to sprout and grow? No; it is called personification.
Teacher reads Lines 10-13; students repeat	Again, in these lines, we see the seeds acting like people…what does it say the seeds are doing?	Weaving rootlets, eating. The way it is written, it sounds like people doing these things.
Teacher reads Lines 13-15; students repeat	In lines 13-15, the poet compares the seeds to people as well as giving them human traits. We talked about this comparison word earlier. What kind of comparison is she making?	The author is using a metaphor.
	Look at the whole poem. Mark these lines: Which lines talk about the first stages of the life cycle? Which lines are talking about seedlings? Grown plants?	 Lines 1-9 Lines 10-13 Lines 13-14

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	The next generation of seeds?	Lines 14-15
Teacher reads the whole poem again.	As I read the whole poem through one last time, I want you to close your eyes and visualize what the poem is saying now that you have more information about its words and workings. Put yourself in the place of the seeds and see if you can visualize it from their perspective.	

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A SEED IS SLEEPY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT
Text: *A Seed is Sleepy* **Question Sequence*:** First Reading *This question sequence is adapted from Achieve the Core **Instructional Strategy:** Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
750 L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	**LANGUAGE FEATURES**
Moderately Complex The book provides an introduction to figurative language, and the idea that authors choose words carefully. The ideas are sequential and carefully crafted.	Very Complex Vocabulary: secretive, reveal, textures, inventive, generous, ancient, dormant Word endings/root words: secretive, adventurous Figurative language: personification – author uses adjectives typically used to describe people to describe seeds. Repetition, "A seed is…" followed by facts and captioned illustrations. Both literary and informational
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
Moderately Complex Seeds are complex and interesting. There is a lot more to a seed than one might think. Seeds have special characteristics that help them survive (adaptations).	Slightly Complex Might be best to couple with informational text as first read. Concept of personification may need to be deepened/clarified once it has been introduced through the text.

DESIRED UNDERSTANDING(S) FOR THIS READING
Seeds are Sleepy is a text which uses personification and adjectives to help students understand that seeds have complex and adaptive lives. Seeds have unique characteristics that help them get planted in nature and germinate.

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VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.
inventive: Explicit
fruity: Implicit
clever: Explicit
embryo: implicit
ancient: Explicit
snug: Embedded
adventurous: Embedded

DAILY TASK

Today we are going to have a Question and Answer partner discussion that features the five adjectives used in today's reading. You will be responsible for crafting a question for each adjective that was used to describe the seeds. Your partner will answer these questions. Be sure to begin your questions with, "why" or "how." This will allow your partner to give you more evidence from the text. Take notes and be prepared to share your partner's responses with the class.

The adjectives are:
sleepy
secretive
fruitful
naked
adventurous

The responding partner should cite text evidence from today's reading and our other unit books to support their responses.

EXEMPLAR STUDENT RESPONSE

Why are seeds sleepy? *Possible supporting text evidence:* Seeds are tucked away in flowers, cones, or the soil.

How can seeds be secretive? *Possible supporting text evidence:* Seeds take time to germinate and sprout above the soil. Some can stay in the soil for many seasons.

Why did the author say that seeds are naked? *Possible supporting text evidence:* Some seeds do not start in fruit or pods, so they are naked. Naked seeds can hide in cones until they fall to the ground.

How can a seed be adventurous? *Possible supporting text evidence:* Some seeds float in the air until they are in a new spot where they can germinate.

(Partner responses should cite in text evidence from the reading and previous readings in the unit.)

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PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 3 - 5	An adjective is a word that describes something. For example, I can describe the weather by saying "It is hot outside today." The word 'hot' is the adjective in this sentence because it is describing the weather. What adjective does the author use to describe the seed here?	Secretive
	What does secret mean?	A secret is something you don't want others to know about.
	What do you think it means when someone or something is secretive?	They have secrets they don't want others to know.
	Listen as I read the rest of these pages (Read the informational text that goes along with this adjective. Pause to look at pictures and clarify any vocabulary words).	
	Why do you think it is important that seeds stay secretive?	It is important because we want the seeds to grow until they are ready to reveal themselves. We don't want people to destroy the seeds until they are strongly planted in the ground. Also, they don't show you what they are like right away. It says the seed "does not reveal itself too quickly" OR it says "some seeds take 10 years to turn into flowers."
(Read pages 6-11)	The author says that most of the plants are flowering plants and fruity. What does that mean? What are some examples? Tell your partner.	They produce fruit of all kinds, shapes, and sizes, like kiwi, strawberries, papaya, honeydew melons, etc.
	The author says that some seeds are naked! (Turn and talk to your partner about what this means.) What is an example of a seed that is naked?	Some seeds are not in fruit or pods. They hide themselves on the outside of a cone and then eventually hit the ground. A pinecone is an example.
	Why does the author use the word secretive to describe seeds? Use evidence from the text to support your answer.	Because it is hard to tell what the seed is going to be. It's like the seed is keeping a secret. It can take a season or even years before the seed grows into a flower.

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Read to page 12	Look at the picture. Which adjective is used to describe a seed here? What does adventure mean? How are seeds adventurous? How does that impact the types of plants we see around us here in Tennessee?	Adventurous An adventure is an exciting or unusual experience or journey. Seeds have features that help them from place to place on animals, in the air, or on peoples' clothes or shoes. Some seeds get scattered very far from where they were made. We see plants around us from seeds that floated to land here.

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A SEED IS SLEEPY – READING 2, QUESTION SEQUENCE 2, DAILY TASK 9

TEXT

Text: *A Seed is Sleepy*

Question Sequence*: Second Reading
*This question sequence is adapted from Achieve the Core

Instructional Strategy: Interactive Read Aloud

DESIRED UNDERSTANDING(S) FOR THIS READING

A Seed is Sleepy is a book which uses personification and adjectives to help students understand that seeds have complex and adaptive lives. Seeds have unique characteristics that help them get planted in nature and germinate.

VOCABULARY WORDS

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

adventuresome (Explicit)
secretive (Embedded)
inventive (Explicit)
clever (Embedded)
ancient (Embedded)
snug (Embedded)
currents (Explicit)

DAILY TASK

Choose two adjectives from *A Seed is Sleepy* that describe the special characteristics of a seed. Write a paragraph that states your opinion of why those two adjectives **best** describe the special characteristics that seeds have. Be sure to introduce your topic, give your opinion and a supporting reason, and end your paragraph with a sense of closure to show the reader your paragraph is finished. Use vocabulary from our unit in your writing.

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EXEMPLAR STUDENT RESPONSE
The best adjectives to describe a seed are adventurous and fruitful. Seeds are adventurous because they can float to different areas to germinate. Seeds are also fruitful because some can grow flowers and fruit pods. The fruit pods make seeds for new plants. The fruit protects the new seeds inside. These seeds will also be fruitful when they germinate and make food for people and animals. I think the adjectives adventurous and fruitful are the best ways to describe seeds!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Read 13 - 16	(Listen as I read the rest of these pages through page 16. Read all the informational text that accompanies the adjective.) Why does the author use the word adventurous to describe seeds? Use evidence from the text to support your answers. Let's look at the illustrations which show the author describing the seeds as adventurous. Talk with your neighbor about what are some ways you are adventurous like this seed. (Turn and Talk)	Seeds are not frightened to take a journey. A seed goes alone, floats through the air, travels in a bear's belly. It must go alone in search of a less crowded place to put down seeds. I am adventurous like the seed because I go lots of places in different ways, just like a seed.
Pages 17 – 20 Pages 21 - 24	Which adjectives are used to describe the seed? What does it mean to be hungry and what are some things you might eat when you hungry? (Turn and Talk) What things about a seed make the author think that "a seed is hungry?" Use evidence from the text to support your answer. (Listen as I read the rest of the pages. Read all the informational text that accompanies the adjective hungry. Pause to explore the pictures	The adjectives thirsty and hungry are used to describe a seed. Hungry means to feel the need to eat something. Answers to the second question will vary. (i.e., apples, chicken, yogurt, etc.) It feasts on minerals in the soil. The root 'digs down deep. The shoot "reaches for the sun. Plants make their own food when leaves take in sunlight and air. This process is called "photosynthesis".

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	and clarify any needed meanings). Why does the author use the word hungry to describe seeds?	 The author uses the word hungry to help us understand that seeds need to be nourished in order to become plants. They find food in the soil and make food using photosynthesis.

ALTERNATIVE SHARED READING OPTIONS

Other options for aligned shared reading experiences that may be more appropriate for a different point in the year include the following:

This song is by **Raffi** and appears on the album *One Light One Sun (1985)*.

Raffi: In My Garden Lyrics
Digging, digging
This is how we dig the ground
In our garden, in our garden
Digging, digging
This is how we dig the ground
Early in the morning

Hoeing, hoeing
This is how we hoe the weeds
In our garden, in our garden
Hoeing, hoeing
This is how we hoe the weeds
Early in the morning

Planting, planting
This is how we plant the seeds
In our garden, in our garden
Planting, planting
This is how we plant the seeds
Early in the morning

Growing, growing
This is how the peas will grow
In our garden, in our garden
Growing, growing
This is how the peas will grow
Early in the morning

Picking, picking
This is how we pick the peas
In our garden, in our garden

Note: The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take 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 with question sequences in this unit starter are appropriate for instruction closer to the end of the academic school year. However, as you see here, different texts may be more appropriate if this unit starter is used at a different point in the year.

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Picking, picking
This is how we pick the peas
Early in the morning

Eating, eating
This is how we'll eat those peas
From our garden, from our garden
Eating, eating
This is how we'll eat those peas
Early in the morning.

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END-OF-UNIT TASK

Ms. Green is looking for some qualified students to volunteer at her nursery, Green's Garden Depot. She has sent a volunteer application for each of you to fill out to show what you know about the parts of plants and their life cycles. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.

Note: The end-of-unit task gives students the opportunity to answer the essential questions for the unit and to demonstrate their understanding of the unit concepts. The end-of-unit task prompts student thinking, speaking, and writing about unit texts that reflects the demands of the grade-level literacy standards. In addition, the end-of-unit task provides students a chance to demonstrate their understanding in an authentic and meaningful context.

STUDENT RESPONSE

Employment Application

Applicant Information

Full Name: **1st Grader** **Date:**

Address: **123 School Road**

Readingville **TN** **12345**

City ***State*** ***ZIP Code***

Phone: **123-4567** **Email : 1stgrader@reading.com**

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It is important for all of our volunteers to be very knowledgeable about plants and how they grow. Please complete the following questions to show us how much you know about plants.

Draw and label the parts of the plant.

Explain how seeds become plants. Make sure you explain what characteristics seeds have to help them get planted to germinate.

Exemplary student response: Seeds become plants when the seed is made by a living plant. The seeds are created in the flower or fruit pods. When some seeds leave the pods, they have special characteristics that help them get planted. Some seeds can drift in the air. Other seeds are carried by the wind, water, or animals. Seeds get planted in the ground. They germinate and sprout. Then they grow stems and leaves.

Why is it important that the parts of a plant work together to keep it alive?

Exemplary student response: Each part of a plant has a special job. First, the seed is where the plant begins its life. The seed waits in the ground to be germinated. Once the seed is germinated, it begins to sprout. The roots grow down into the ground and green shoots begin to come out on top of the ground. At this point, the plant has roots to get water and minerals and a stem to hold it up straight and tall. It also begins to grow

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leaves. The leaves collect the sunshine, air, and rain to help make the plant make food. The plant will also grow flowers and make its own seeds. Those seeds will fall off and begin their own life cycle.

Signature: _____ **Date:** _____

Students use these questions to do a mock interview with each other. The interviewer holds these questions while the interviewee responds to each of the questions verbally. Prior to the interview, students create bulleted talking points that are submitted ahead of time and are then used during the peer interview.

Peer to Peer Interview Questions:

Do plants need all of their parts? Why?

Possible bulleted talking points in preparation for interview:

- The parts of a plant help it survive (example: roots bring minerals and water from the soil up to the stem).
- The stem holds the plant in the ground and brings water to the leaves.
- Photosynthesis: The leaves take in air and sunlight which make food for the plant.
- The parts of a plant work together so that the plant is able to stay alive.

Possible student interview response using the talking points:

Plants need all of their parts because they help the plant survive. For example, a plant needs its roots to bring minerals and water from the soil up to the stem. The plant needs the stem to hold it in the ground. The stem also brings water to the leaves. Using a process called photosynthesis, the leaves take in air and sunlight which make food for the plant. Plants need all of their parts to work together in order to live.

Summarize the life cycle of a plant.

Possible student answer:

Possible bulleted talking points in preparation for interview:

1. Most plants begin as seeds.
2. Seeds germinate, sprout, and grow roots and a stem.
3. Plants may produce, flowers, fruit, and seeds.
4. The seeds then fall to the ground, are buried, and begin their own life cycle.

Possible student interview response using the talking points:

Most plants begin as seeds. Then they germinate, sprout, and grow roots and a stem. After that the plants may produce, flowers, fruit, and seeds. The seeds then fall to the ground and begin their own life cycle.

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How are plants' life cycles predictable? Why is this important for farmers?

Possible bulleted talking points in preparation for interview:

- Plants have a predictable life cycle.
- Plants go through stages.
- Farmers use the predictable life cycle to know when their crops are ready or not ready to harvest (example: an apple farmer knows that he should see apples begin to bud AFTER the blossoms fall off.

Possible student interview response using the talking points:

We know that plants have a predictable life cycle. They go through stages that we can see. It is important for the life cycle of a plant to be predictable so that farmers can know when their crops are ready or not ready to harvest. For example, an apple farmer knows that he should see apples begin to bud AFTER the blossoms fall off. This predictability is helpful when we observe plants.

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END OF UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

Note: The end-of-unit task rubric is designed to support educators in determining the extent to which students' responses meet the grade-level expectations. This rubric will also help teachers analyze the extent to which each student understands the unit concepts and understandings.

End of Unit Task Rubric

Student End of Unit Task Rubric: Grade 1

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom of the page. 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 but does not use information from the text set to explain the life cycle and/or functions of the parts of plants OR the content is off topic	Writes using at least 1 piece of information from the text set to explain the life cycle and/or functions of the parts of plants	Writes using at least 2 pieces of information from the text set to explain the life cycle and/or functions of the parts of plants	Writes using at least 3 pieces of information from the text set to explain the life cycle and/or functions of the parts of plants
Word Choice (Content Vocabulary)	Uses 0 or 1 content vocabulary to explain the life cycle and/or functions of the parts of plants	Uses 2 science content vocabulary to explain the life cycle and/or functions of the parts of plants	Uses 3 science content vocabulary to explain the life cycle and/or functions of the parts of plants	Uses 4 or more science content vocabulary to explain the life cycle and/or functions of the parts of plants
Mechanics	Little to no use of punctuation and capitalization	Uses some punctuation and capitalization but errors make understanding difficult	Mostly uses punctuation and capitalization and errors do not interfere with the understanding	Consistently uses correct punctuation and capitalization
Structure	Writing does not include an introduction nor a sense of closure, and few details sentences are included.	Writing does not include an introduction nor a sense of closure, but does include some detail sentences.	Writing includes an introduction, detail sentences, and leaves reader with a sense of closure.	Writing includes a clear introduction, many key details, and a sense of closure in the final sentence.

Total:_____

Above Expectation: 11 -12 points **Meets Expectation: 8-10 points**

Needs More Time: 4-7 points **Below Expectation: 0-3 points**

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

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APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

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

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

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

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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?	

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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.	
• 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?	

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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?	

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APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

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

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

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

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

Read through the question sequence and the desired student responses.	
• Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while assuring 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?	

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APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

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

-Beck et al., 2002; Marzano, 2004

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

Example 2:

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

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

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