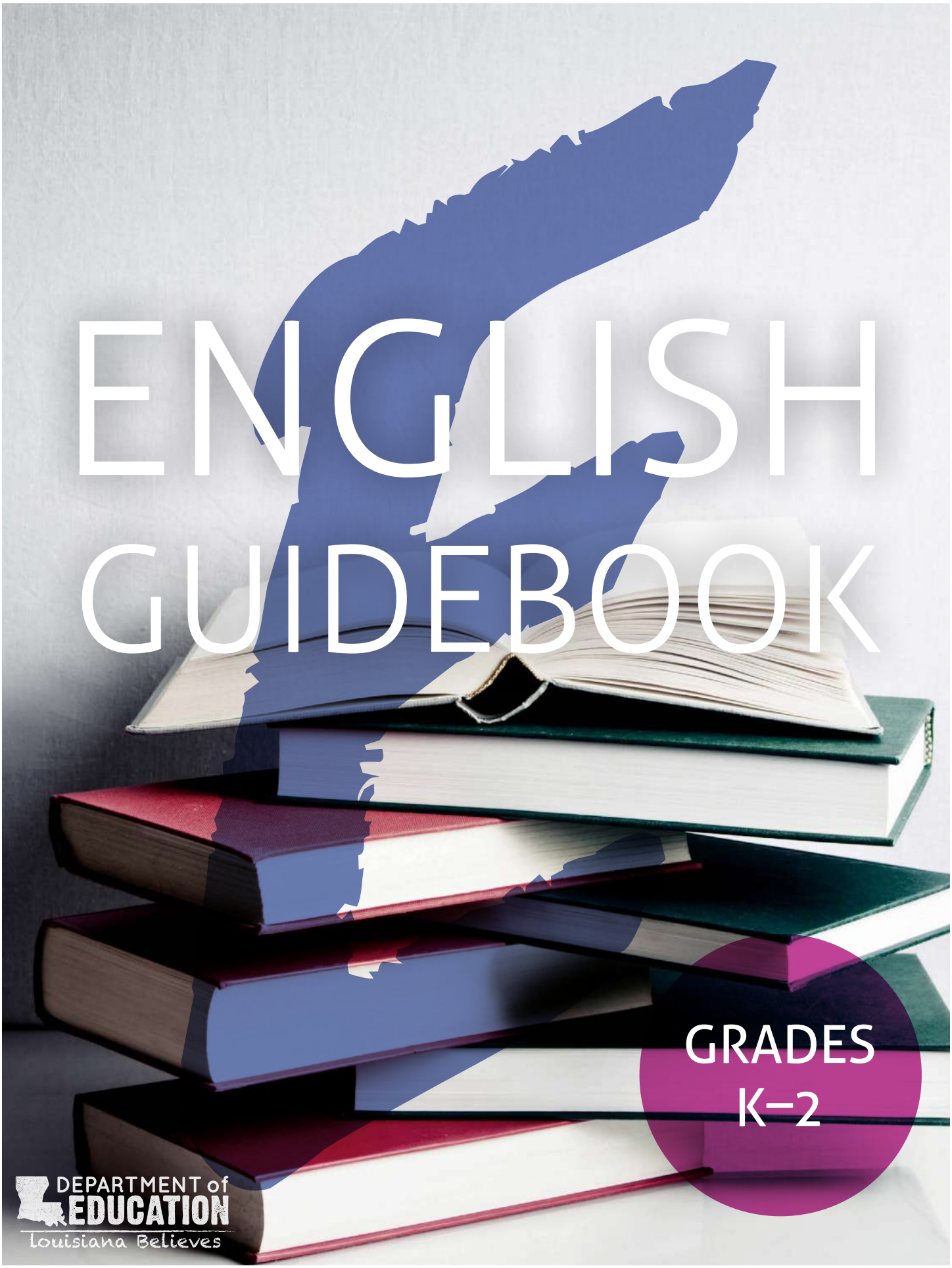
ENGLISH
GUIDEBOOK
GRADES
K–2
DEPARTMENT of
EDUCATION
louisiana Believes

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Web Version
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Louisiana Believes...

Louisiana students...are **just as capable as students anywhere. They deserve high expectations** with support to reach them so that they are prepared to complete college and attain a professional career.

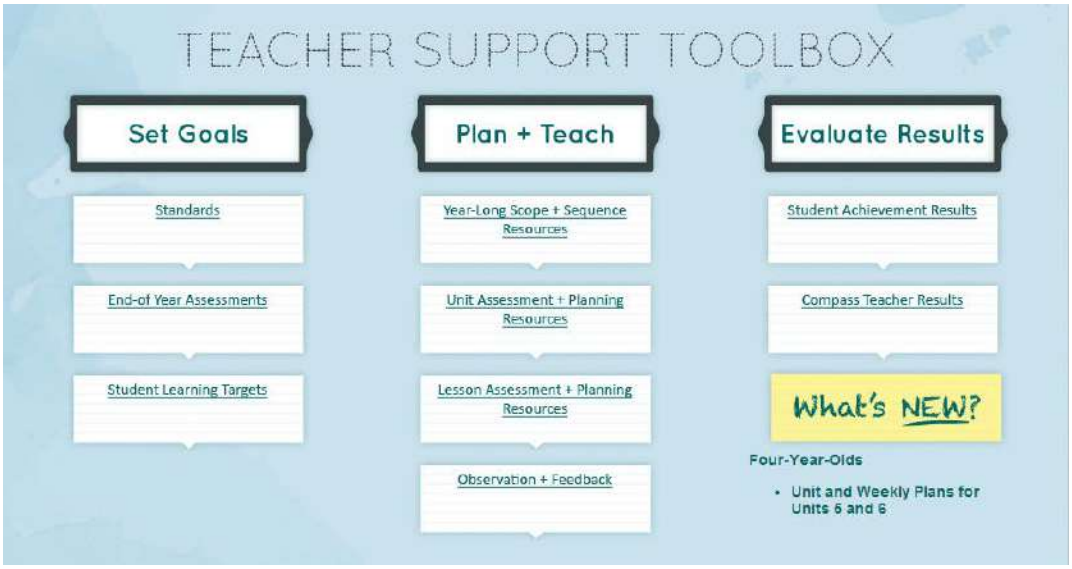
Louisiana teachers...will understand those expectations and work with their peers to make individual decisions to **meet their students' needs through planning and instruction.**

Louisiana principals and schools...will **create and lead meaningful structures of feedback and collaboration** to ensure teachers are able to learn and grow with support and guidance.

Louisiana districts...will **choose strong assessment and curricular** plans and **build systems that support school leaders** with goal setting, feedback, and collaboration.

Louisiana's Department of Education...will continue to shift away from prescribing local decisions and instead **provide resources, data, models, and direct teacher, principal, and district support.**

At the heart of these beliefs is good classroom teaching and learning. Effective instruction stems from the constant cycle of setting an ambitious goal, planning and teaching, and evaluating results. Our Teacher Support Toolbox in Louisiana is built to support these core actions of teachers. This instructional guidebook is a printed companion to our Teacher Support Toolbox. The guidebooks and the Teacher Support Toolbox, when used together, should support teachers and schools to make informed but independent decisions about how to provide rigorous but unique instruction in each classroom around the state.



http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox

How to Use the English Language Arts Guidebook

This guide is meant to support teachers in creating yearly, unit, and daily instructional plans for students. Each group of students has a unique set of needs, and thus the department is not mandating that teachers use the instructional models shared in this guide. Instead, the models are provided as a starting point for teams of teachers to use in planning for the unique needs of their students.

This guide provides:

- An explanation of how to structure an English language arts classroom centered around authentic texts
- Plans aligned to the state standards for English language arts
- Yearly and unit instructional plans that can be adapted by teams of teachers
- Examples of daily whole-class instruction

This guide **does not** provide:

- A set of plans that should be taught exactly the same in every classroom
- Daily lesson plans that all English language arts teachers must use in their classroom

How to Read This Guide

There are two sections of this guide, which function differently.

- ***English Language Arts Overview*** (page 8): This section describes how teachers can structure an English Language Arts (ELA) classroom to ensure students meet Louisiana's standards.
- ***Tools for Teaching*** (page 19): This section provides grade-level plans for instruction. These plans are meant to serve as a model for how teachers can structure their year and their units. Teachers should collaborate to adjust these plans to meet the needs of their students.

In addition, this guide is a companion to a series of resources that can only be accessed virtually through the Teacher Support Toolbox. Thus, throughout the guide you will see the following icons that highlight key connections.

Online Teacher Toolbox Resources: Notes a recommendation to find more available resources in the Teacher Support Toolbox.

Multimedia Components: Notes a recommendation to find a resource or video hosted on an outside Internet site.

Statewide Assessment: Illustrates how a component of this guide connects to the statewide assessment students will take.

Compass Connections: Illustrates the connections between instructional content and the Compass rubric.

As always, we welcome questions and feedback on these materials. If you need any support, do not hesitate to contact us at classroomsupporttoolbox@la.gov.

ENGLISH LANGUAGE ARTS OVERVIEW

ENGLISH LANGUAGE ARTS OVERVIEW

Engaging students with grade-level text is central in an effective ELA classroom. Research has shown that the key factor in determining student learning in ELA is students' ability to read and understand grade-level texts.[1]

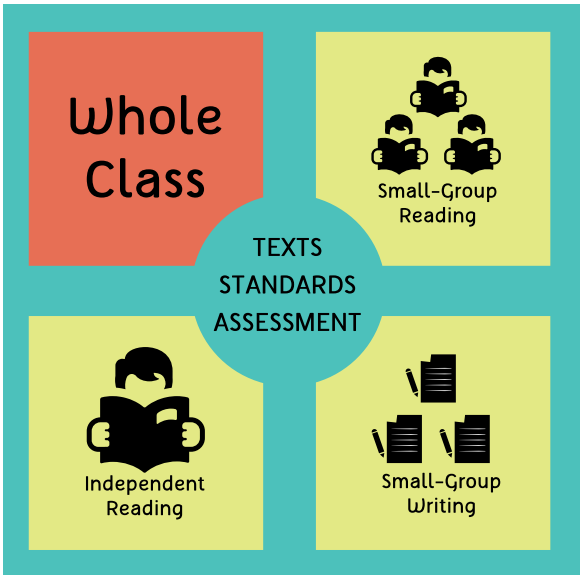
As such, Louisiana's new ELA standards demand:

- All students regularly access at or above grade-level texts and
- All students express their understanding of those texts through writing and speaking.

To support teachers with this, the department is releasing an online ELA instructional framework[2] and these guidebooks.

The online ELA instructional framework illustrates a vision of text- and standards-based classroom instruction. Students must have access to quality texts during whole-class and small-group settings. Meaningful texts, use of standards, and ongoing assessment must integrate in each component of ELA instruction. The online framework helps illustrate what this looks like for teachers.

The ELA guidebooks accompany the online framework and provide an overview of this vision of instruction. These guidebooks include full unit plans for every grade level K through 12.



[1] ACT released a study showing the importance of grade-level text:
http://www.act.org/research/policymakers/pdf/reading_summary.pdf

Tim Shanahan released "Letting the Text Take Center Stage" highlighting similar findings:
http://www.aft.org/pdfs/americaneducator/fall2013/Shanahan.pdf

"Text Complexity Is the New Black" from *Text Complexity* by Douglas Fisher, Nancy Frey, and Diane Lapp (2012):
http://www.reading.org/Libraries/Books/bk478-samplechapter.pdf

[2] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXTS

The Importance of Text

Quality texts are critical for English language arts instruction. "Quality" means a text's language is at or above grade level and the content of the text is appropriately complex and connected to themes, concepts, or topics students are learning. All students, even the most struggling readers, must regularly have access to texts that are at or above grade level. This does not mean students do not also engage with texts on their reading level (they may during small groups) but whole-group instruction must remain rigorous and complex.[3]

Texts should be varied and include fiction or literary texts, nonfiction or informational texts, and nonprint texts (e.g., art, film, songs, etc.). Students should have the opportunity to formulate their own ideas about these texts and communicate them either in writing or orally to their peers. Grade-level standards provide the criteria for reading, formulating ideas, and expressing those ideas about quality texts. **As such, the text, use of standards with that text, and connection of that text to other texts are among the most important choices an ELA teacher will make.**

Text Quality[4]

Texts must be both linguistically complex and instructionally useful based on the grade-level standards. Teachers use the following criteria to ensure texts are appropriate and meaningful for their students:

- ***Texts are complex***.
  - » Use this guide to determine if your text meets the complexity expectations[5] of Reading Standard 10 and Reading Standard 4 in grades K-1 for student-read texts.
  - » Review all of the texts already reviewed and listed by grade bands in Appendix B[6] of the standards.
- ***Texts are instructionally useful***.
  - » Texts build student knowledge about universal themes, diverse cultures, and other perspectives (e.g., RL.2.9, RI.5.6, or RL.9-10.6.)
  - » Texts are available[7] and include commonly read authors or genres that are mentioned in grade-specific standards (e.g., Shakespeare or mysteries, RL.4.9, RL.6.9, RI.11-12.9, Grade 3 overview, Grade 7 overview.)
  - » Texts represent major historical events and time periods, popular science, music, and art or connect to other content areas (e.g., RI.1.9, RI.3.3, or RI.8.9). Texts interest students or provide opportunities for building reading stamina and perseverance.
- ***Texts include age-appropriate content***. Decisions about content appropriateness must be made locally. While text titles are provided in the sample units, local districts, schools, and teachers should make the final determination of which texts will be read in Louisiana classrooms.
- ***Texts are authentic***. They are written by a published author and/or are high-quality and contain accurate information as opposed to short passages expressly written for the purpose of teaching a discrete ELA skill.

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[3] http://www.act.org/research/policymakers/pdf/reading_summary.pdf
http://www.aft.org/pdfs/americaneducator/fall2013/Shanahan.pdf

[4] http://www.parcconline.org/sites/parcc/files/E0928_PassageSelectionSlidesFinal%28SueP%29.ppt

[5] http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5
http://www.textproject.org/assets/text-matters/Text-Matters_7-Actions-Text-Complexity.pdf

[6] http://www.corestandards.org/assets/Appendix_B.pdf

[7] http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---locating-texts-for-classroom-use.pdf?sfvrsn=5

Text Sets

The unit plans included in this guidebook (page 25) illustrate quality text choice and are organized as a text set. The anchor text is the focus text for the unit—a quality text that students read and understand and then express their understanding of as they work with the grade-level standards. The supporting texts help students make meaning of the themes, concepts, or topics highlighted in the anchor text.

Here is a sample of a text set from grade 1.

Strong Text Set, Grade 1

Unit Focus: Students learn factual information about the moon and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people's findings. They begin to use evidence to investigate what is real and what is imaginary in various tales about the moon. "The Moon Challenge"[8] explains a similar unit with science connections.

ANCHOR TEXT

Mooncake, Frank Asch (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *Goodnight Moon*, Margaret Wise Brown
- *Papa, Please Get the Moon for Me*, Eric Carle
- *Kitten's First Full Moon*, Kevin Henkes (Full text, pages 24-25, and Video)
- *Moondance*, Frank Asch
- *Bear Shadow*, Frank Asch

Informational Texts (Nonfiction)

- *The Moon*, Carmen Bredeson
- "Visiting the Moon" from The Moon, Allison Lassieur
- Excerpts from *The Moon Book*, Gail Gibbons
- Excerpt *Me and My Shadow*, Arthur Dorros

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "Moon Pictures," *Curiosity* on Discovery.com (Photographs)

1. Students explore universal themes.
2. Anchor text is complex, authentic, and instructionally useful for reading aloud in grade 1.
3. This text set contains both literary and informational texts.
4. Related texts coordinate with other content areas.
5. This text set contains different formats and mediums of text.

If you choose to build your own units or access another curriculum, we recommend that you review the guidance[9] in the Teacher Support Toolbox that illustrates the steps to find and assess the quality of the texts you are using.

To learn more about how to find quality texts, review this guidance[10] in the toolbox.

[8] http://www.achievethecore.org/content/upload/The%20Moon%20Challenge%20Article.pdf

[9] http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?sfvrsn=9

[10] http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---locating-texts-for-classroom-use.pdf?sfvrsn=7

STANDARDS AND ASSESSMENTS

The Standards Shifts

Louisiana's ELA standards help students make meaning of text and communicate about text. They are the skills that help students process the content of text. These new standards ask students to go deeper in their exploration of ELA content, and thus require teachers to shift their instruction.

These major shifts include:

Shift 1: Practice with complex and varied text and its academic language.

6 Assessments will measure whether students can read sufficiently complex texts independently. Research shows that the ability to read and understand complex text is what differentiates high performers from low performers and indicates readiness for college and careers. Assessment passages will be sufficiently complex for the grade level and will represent a range of complexity from readily accessible to very complex.

Definition of this shift: In careers, college, and life, students will regularly have to read complex and varied materials, make meaning of them, and act on what they have read. The standards call for students to practice these real-life skills so they are prepared to excel outside of a K-12 classroom. Research shows one factor that distinguishes a college- and career-ready student from one who is not ready is the ability to read and understand grade-level complex text. It is essential, then, that students have access to text with academic language, including rich vocabulary and complex sentence structure. Students should also read varied texts, including a balance of informational and literary texts in ELA classrooms across the year. Informational texts include content-rich nonfiction in history/social studies, science, the arts, and literary texts include fictional texts such as novels, short stories, and poetry. To be clear, the standards do require substantial attention to literature throughout K-12, at least 50% of the time in ELA classes.

Illustration from the unit plans: *All of the included unit plans use anchor texts at or above the complexity level of that grade level and provide teachers with guidance in how to support students in understanding those complex texts through repeated interactive read alouds. To support teachers and students exploring rigorous texts, the sample daily instructional tasks include guidance on how to help students (1) read the text, (2) understand the text, (3) express the meaning of the text. The first two sections of these tasks help all students engage with the words of the text and the knowledge to be gained from the text. Below is an example of a daily task from the grade 1 unit for* Mooncake *that integrates standards to help all students understand complex text.*

READ AND UNDERSTAND THE TEXT:

- **First Reading**: Reread *Mooncake* aloud and project or display the text so students can follow along. (The first few readings of *Mooncake* are done in Lesson 2.)
- **Second Reading**: Divide the class into pairs. Read aloud the first page of *Mooncake* and then display or project the illustrations of the text.
  - » Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3)
  - » Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Bear wants, what his problem is, and to describe how he tries to solve his problem.
  - » When the retelling is done complete a Somebody-Wanted-But-So chart as a class to summarize *Mooncake*. Post the summary with the summary of *Moondance*.

Somebody	Wanted	But	So	Then (optional)
Bear	To eat the moon	He couldn't reach it.	He built a rocket ship and thought he traveled to the moon.	He made a mooncake and told Bird the moon tasted delicious!

- **Third Reading**: Display[11] specific sections of *Mooncake* (i.e., words, sentences, and/or passages) and prompt students to partner read[12] the displayed sections. (RL.1.10, RF.1.4a, b, c)

[11] Display the text using sentence strips, chart paper, a projection device, or a big book (if available).

[12] http://www.fcrr.org/studentactivities/F_016a.pdf

Shift 2: Writing and speaking should connect to and support the reading of text.

Definition of this shift: Just as students must read complex and varied text given expectations for college, careers, and life, students must also communicate effectively about that text. Writing and speaking are not meant to happen in isolation—they help students and adults communicate their ideas about the information they are taking in (from text and other sources). Thus, in classrooms, the standards push teachers and students to connect reading, writing, speaking and listening, and language, as every input (reading, listening, and language) must have an output (writing, speaking, and language) and vice versa. Even more, the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information.

Illustration from the unit plans: *Throughout the plans, students are asked to express their understanding of text through writing or speaking. From the same lesson noted above from Mooncake, the daily task then asks students to write in response to the text with this culminating daily activity.*

EXPRESS UNDERSTANDING:

- **Student Practice**: Have each pair join with another pair to form a group of four. Then ask each group to develop an entry from *Mooncake* to add to the class three-column chart. (RL.1.1, RL.1.3, W.1.7, W.1.8, SL.1.2)
  - » Have each group share their entry with the class, speaking in complete sentences. Provide answer frames[13] to model the type of expected spoken responses. (SL.1.1a, SL.1.4, SL.1.6) As they share, prompt other groups to ask the presenting group the key questions (provided above) and why they chose their detail. (SL.1.3) Challenge each group to provide a different detail and engage the class in evaluating the details groups provide. (SL.1.1b, c)
    - Is this a good detail to add?
    - Is this detail different from the other groups?
    - Do you have any questions about what this group shared?
  - » Model writing the detail, or, as appropriate, invite some students to write the responses on the chart with feedback from the class. (W.1.5)
  - » Finally, conduct a brief class discussion in which students consider why one or two of the details under "Moon Fiction" exist.
- **Note for Small-Group Writing**: Using statements and questions students generate about the moon, have students decide what type of punctuation should be included (. ? !). For advanced and grade-level writers, include opportunities for them to then write their own statements and questions regarding the moon and then have students work with a peer to revise their independently created statements and questions. For beginning writers, give them pre-written statements and questions to which they will add the correct punctuation. Then, give them the opportunity to generate their own sentences and questions about the moon while the teacher writes them down. Have the students revise these sentences by adding the correct punctuation at the end. (SL.1.6, L.1.2a, L.1.2b)

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

Shift 3: The goal is comprehension of text, not mastery of a skill or strategy.

Definition of this shift: Students must use the standards in connection with each other to make meaning of text. The standards are not meant to be addressed once in isolation and then checked off, never to be addressed again. Teachers must identify what begs to be taught with each particular text and then select the most important related standards that will help a student make meaning of that particular text. Students use combinations of skills and strategies to help them read, understand, and express their understanding about text. Thus, the standards are not isolated skills that can be mastered through individual, disconnected lessons. Rather, the standards represent outcomes for reading, understanding, and expressing understanding of quality complex texts. Throughout a given year, then, students will work with the same standards again and again in the context of different texts to build independence in reading and understanding grade-level complex texts.

Illustration from the unit plans: *The unit plans (and the examples above) provide tasks that illustrate how students use the skills of the standards to understand complex texts. Students are being asked to work with the same standards again and again with different texts.*

Standards are the tools students use to make meaning of and communicate about text. Louisiana's new standards, the plans included in this guidebook, and the online ELA instructional framework help teachers make these shifts.

To find your grade-level standards, go to the "Appendix" of this document.

To find learning modules to help you better understand the standards, go to the standards page[14] in the Teacher Support Toolbox.

The new ELA standards are well researched.[15] Do not miss out on reviewing the research behind this approach to ELA instruction.

[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards

[15] http://www.achievethecore.org/dashboard/2/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/405/ela-literacy-research-and-articles

Assessment

Given the important role of text in instruction, quality texts are critical in high-quality ELA assessment. Strong ELA assessments measure a students' ability to comprehend meaningful text and effectively express their understanding of that text. This is best done in two settings:

(1) with texts they have studied and/or texts related to topics they are exploring and thus have context for, and

(2) with texts they have not read previously and/or that communicate new information.

Students will encounter both settings in college, careers, and life and should be exposed to both settings throughout their K-12 education.

Assessments of Known Texts

Since students have read and studied these texts prior to the assessment, these assessments can tell a teacher about student performance on particular standards, as a student's ability to read the text (e.g., decode the words, have sufficient background knowledge and fluency, etc.) is less of a factor.

The unit plans included in this guidebook connect all writing, speaking, listening, and language tasks to text, and offer teachers multiple tasks (both end-of-unit and daily tasks) that integrate a set of standards for determining student performance on those standards. For example, every unit plan in this guidebook includes a culminating writing task and extension task, along with daily instructional tasks that can inform a teacher's understanding of student performance.

- **Culminating Writing Task**: Students are asked to express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay. These tasks were created to assess the content and standards of the unit in an integrated and authentic way for students.
- **Extension Task**: Students are asked to connect and extend their knowledge learned through text in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.
- **Daily Instructional Tasks**: These tasks are divided into "Read the Text," "Understand the Text," and "Express Understanding." While any of these tasks can be used to inform teachers about student performance, the tasks for Express Understanding are likely to be most useful for ongoing classroom assessment tasks. These tasks vary from writing to speaking tasks, but they can be used to assess the content and standards of a lesson in an integrated and authentic way for students.

Assessments of New Texts

Since students have not read or studied these texts prior to the assessment, these assessments can tell a teacher about a student's ability to read and comprehend a particular level of complex text independently. This type of assessment is similar to the type of assessment students are likely to encounter on the statewide assessments, and can be useful for tracking student readiness for those assessments. Assessments of new texts help teachers identify student success with reading and applying skills independently. It is important to note that just because a student does not do well in this context does not mean the student has not mastered a standard. It means that with a text at this grade level, he or she cannot apply the standard and make meaning of the text.

The unit plans included in this guidebook include a cold-read assessment that can inform teachers about how well their students are able to read and comprehend complex text independently.

- **Cold-Read Assessment Task**: Students are asked to read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Texts may also be multimedia texts, e.g., videos, interactive graphics, etc.

The cold-read assessments offer a range of text types (fiction, nonfiction, and multimedia) and complexity (readily accessible, moderately complex, very complex) throughout the unit, but teachers and districts may choose to offer additional opportunities for student practice with new texts during small-group instructional time, tutoring, remediation, etc. to monitor student progress toward end-of-year goals. Additional resources, including EAGLE, PARCC sample items, and other sites, are available for teachers in the Teacher Support Toolbox.[16]

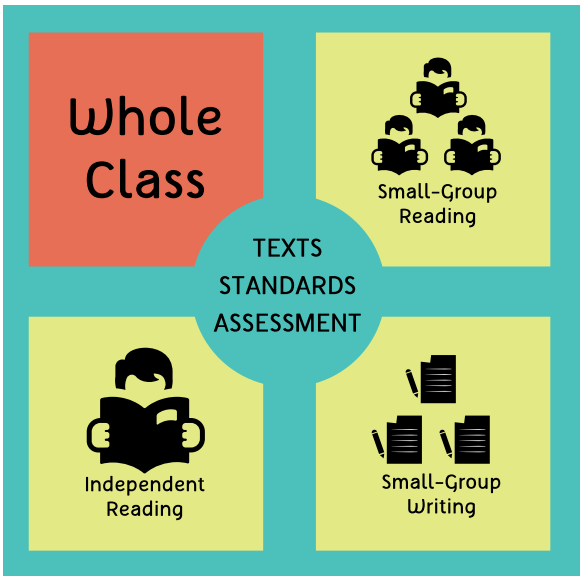
With both sets of assessments (with known texts and with new texts), teachers may choose to omit, add, or adjust tasks.

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments

INSTRUCTION

The goal for students in English language arts (ELA) is to regularly access at- or above-grade-level text and express their understanding of those texts through writing and speaking.

After teachers select quality texts, identify how they will use standards to help students engage in texts, and identify how they will assess student mastery, teachers must then plan for their instruction. Effective ELA instruction is structured so that students receive the right amount of support through whole-class activities, small-group reading, small-group writing, and independent reading. This blended approach helps students build the skills necessary to increase their reading proficiency level while pushing them to explore complex ideas at their grade level. This combination of reading and writing allows students to practice in authentic settings similar to how they will perform in college and careers.



The above instructional model illustrates the components necessary to support students. To find sample schedules and hear video testimonials from real middle school teachers about how they make this structure work in their classroom, check out the Teacher Support Toolbox.[17]

Whole Class Instruction

Whole-class time is for grade-level instruction. All students should meet standards for reading, writing, speaking and listening, and language with complex texts. The sample unit plans included in this guidebook provide tasks that illustrate what meeting standards at each grade level may look like. Even if their skills are not always at grade level, students are capable of thinking at grade level. Thus, whole-class instruction provides a space for students to think about meaningful text, talk with other students to develop and refine their thinking about text, and write about their knowledge and understanding of text.

Whole-class instruction includes:

- Complex, grade-level **texts**
- Grade-level **standards** integrated throughout text sets
- Ongoing **assessments** during and at the end of instruction

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

During whole-class instruction:

Students	Teachers
• Build knowledge and skill to read, write, and speak about texts and meet grade-specific standards • Engage with complex texts collaboratively and independently to develop understanding of key ideas, language and structure, and text connections • Apply learning to new texts and situations throughout the unit; demonstrate learning via formative and summative performance-based tasks	• Establish clear outcomes for student reading, writing, speaking, listening, and language study with texts • Design tasks that promote intellectual engagement of students, who demonstrate complex thinking about texts through writing and discussion • Assess student learning informally to determine student progress toward instructional outcomes and formally to measure student learning toward end-of-year goals

There are a variety of whole-class instructional strategies that support students in meeting grade-specific standards with complex texts. To see how to use these strategies to teach content, read the sample unit plans (page 27). To learn more about these strategies and access related resources and videos, check out the Teacher Support Toolbox.[18]

Small-Group Reading Instruction

Small-group reading time is for supporting student needs that cannot be met during whole-class instruction. This may be intervention for students below grade level with texts at their reading level (NOT a leveled version of a whole-class text) or targeted instruction for different learners using grade-level texts to support whole-class instruction. This allows students to practice and build the fluency and comprehension skills necessary to grow their reading proficiency over time. All students need small-group support. For advanced readers, this is a place to challenge each other and explore above-grade-level texts and skills.

Small-group reading includes:

- Various levels of **texts** selected to support and challenge students' growing reading ability
- Support for meeting grade-level **standards** with complex texts during whole-class instruction
- Various **assessments** to establish flexible groups

Students	Teachers
• Receive support for growing reading fluency and extend learning with texts selected based on their reading needs • Receive additional targeted instruction with whole-class texts, concepts, and standards • Engage in related small-group or independent work when not engaged in teacher-led instruction	• Establish clear outcomes that vary from group to group, are based on student needs, and focus on building student reading ability • Design teacher-led tasks that develop student knowledge and skill and support students' ability to meet grade-level standards with complex texts during whole-class instruction • Create and change groups based on assessment results, either formal or informal

There are a variety of small-group instructional strategies that support teachers in delivering content during small-group reading instruction. To learn about these strategies and access related resources and videos, check out the Teacher Support Toolbox.[19]

[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading

Small-Group Writing Instruction

Small-group writing time is for supporting student needs that cannot be met during whole-class instruction. Students may receive individual feedback on their writing, receive additional instruction on specific writing or language skills, and practice mastering unique skills they are struggling with.

Small-group writing includes:

- Various **texts** used as models for improving writing
- Support for meeting grade-level **standards** with complex texts during whole-class instruction
- Various **assessments** to establish flexible groups

Students	CC Teachers
• Engage in teacher-led writing practice focused around a specific writing concept or skill based on needs, or collaborate to discuss, reflect, and develop more complex writing skills • Receive support to meet standards during whole-class instruction independently • Engage in related small-group or independent work when not engaged in teacher-led instruction	• Establish clear outcomes that vary from group to group, are based on student needs, and focus on building student writing ability • Design teacher-led tasks that develop student knowledge and skill and support students' ability to engage in whole-class instruction, demonstrating complex thinking about texts through writing and discussion • Create and change groups based on assessment results, either formal or informal

There are a variety of small-group instructional strategies that support teachers in delivering content during small-group writing instruction. To learn about these strategies and access related resources and videos, check out the Teacher Support Toolbox.[20]

Independent Reading

Independent reading time is for increasing the volume and range of student reading. Students may read books at their reading level to support their growing reading ability. These texts may or may not be related to the unit text set, but research has shown that student vocabulary growth is best supported by reading a large volume of texts about related concepts. To encourage reading enjoyment and build reading stamina and perseverance, students are encouraged to select their own texts in addition to reading teacher-selected texts.

Independent reading includes:

- **Texts** based on student interest and reading level
- Volume and range of reading for students to meet grade-level **standards**
- Holding students accountable for their reading via various **assessments**

Students	CC Teachers
• Are able to select texts for reading independently based on their individual interests and goals for independent reading • Read their independent reading books throughout the school day and at home • Demonstrate their understanding and enjoyment of the text	• Establish clear outcomes for independent reading that vary from student to student; these include showing students how to select texts and supporting them in setting individual goals • Provide access to a large variety of books via a classroom, school, or local library and provide time (even if it is not a set time) for reading and student discussion and interaction about books • Hold students accountable for their independent reading comprehension through student reading journals, monitored discussions, student presentations, etc.

There are a variety of instructional strategies that support teachers in developing an independent reading program. To learn about these strategies and access related resources and videos, check out the Teacher Support Toolbox.[21]

[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-writing

[21] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-

TOOLS
FOR
TEACHING

YEAR-LONG PLANS

This section of the guidebook includes unit plans to help teachers use meaningful text with students. To begin using these plans you will need to (1) determine which units you will use this year (create a plan for the year), (2) prepare to use the unit plans, and (3) read the unit plans. This guidance prepares you for those steps.

Create a plan for the year

Five to six units are included for each grade level. On average, teachers and students will complete four units in one year, as each unit is designed to be approximately nine weeks long. This means teachers can choose the units to include.

If your district has not already done so, determine the units for your classroom following the steps below.

Step 1: Review the units included for your grade band.

Step 2: Choose four units to teach.

Consider:

- **Text complexity and type**: Do the anchor texts address a variety of complexity levels? Do the anchor texts include a variety of fiction and nonfiction texts?
- **Unit focus**: Which units will your students most enjoy? What ELA knowledge and skill do you want your students to gain this year? Which topics fit with other topics you or your colleagues in other content areas are teaching this year?
- **Text availability**: Do you have access to certain anchor texts but not others?

Step 3: Order your units.

Consider:

- **Text complexity and type**: Does the text complexity level increase as the year progresses? Is there a balance in fiction and nonfiction texts across the year?
- **Unit focus**: Does the unit topic connect to a specific time of year or an additional instructional topic in another content area (e.g., science, social studies, or the arts)?

That's it! You have built a year-long scope and sequence for your upcoming year in English language arts!

Below, you'll find an overview of all of the units included in this guidebook.

resources/independent-reading

Kindergarten Unit Overview

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Chrysanthemum, Kevin Henkes (Page 35)	Names and what makes them unique	Very complex	Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts	Beginning to middle of the year
Mama Panya's Pancakes, Mary and Rich Chamberlain (Page 62)	Character traits, African animals and habitat	Very complex	Read and retell stories, identify characters, setting, and major events, understand academic vocabulary, write in response to texts, determine the lessons being taught based on characters' actions and consequences	Beginning to middle of the year
The Year at Maple Hill Farm, Alice and Martin Provensen (Page 87)	Seasons and animal behavior	Very complex	Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained	Middle of the year
From Seed to Plant, Gail Gibbons (Page 111)	Plant life cycle and uses	Very complex	Developing vocabulary, identifying connections between ideas in a text, using illustrations to support understanding of texts, writing in response to texts, building knowledge across multiple texts	Middle of the year
Cloudy With a Chance of Meatballs, Judi Barrett (Page 131)	Weather and weather patterns	Very complex	Vocabulary development, understanding the differences between text types, making connections between literary and informational texts, comparing and contrasting character experiences across texts	End of year
A is for America, Gail Gibbons (Page 155)	American symbols and US Presidents	Very complex	Developing vocabulary, gathering information from various texts to build historical knowledge, writing in response to texts	End of year

Grade 1 Unit Overview

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Frogs, Gail Gibbons (Page 183)	Frog and toad life cycles across the seasons	Very complex	Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts	Beginning to middle of year
Rumplestiltskin, The Brothers Grimm (Page 210)	Fairy tales	Very complex	Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	Beginning to middle of year
Mooncake, Frank Asch (Page 239)	The moon, patterns, shadows	Moderately complex to very complex	Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	Middle of year
Spiders, Gail Gibbons (Page 261)	Spiders, folktales and facts	Moderately complex to very complex	Vocabulary and language development, character motivation, and informational research	Middle of year

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Amelia Bedelia, Peggy Parish (Page 284)	Clear communication	Moderately complex to very complex	Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts	Middle of year
Duck for President, Doreen Cronin (Page 303)	Citizenship, elections, the presidency	Moderately complex to very complex	Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content	End of year

Grade 2 Unit Overview

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Cinderella, *Marcia Brown* (Page 327)	Cinderella stories	Moderately complex to very complex	Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	Beginning of year
The Best Place, Susan Meddaugh (Page 355)	Houses and homes around the world	Moderately complex to very complex	Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts	Beginning to middle of year
"Thirsty Planet," Beth Geiger (*National Geographic Explorer*) (Page 383)	The water cycle and the role of water in nature	Moderately complex to very complex	Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text	Middle of year
The Ox-Cart Man, Donald Hall and Barbara Cooney (Page 407)	Agricultural history of the US economy and how families made choices to meet their basic needs	Moderately complex to very complex	Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, how illustrations enhance written text	Middle to end of year
Lives: Poems About Famous Americans, Lee Bennett Hopkins (Page 433)	Famous Americans from history	Moderately complex to very complex	Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	End of year

* ***Readily accessible text***: The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level, or the language is at grade level and the content is less complex.

Moderately complex text: The language is at grade level, and the content is suitable for the grade level.

Very complex text: The language is at or slightly above grade level, and the content is significantly complex.

Sample Year-Long Plan

Introduction to the Year Approximately 4 Weeks	**Guidebook Unit One** Approximately 8 Weeks	**Guidebook Unit Two** Approximately 8 Weeks	**Guidebook Unit Three** Approximately 8 Weeks	**Guidebook Unit Four** Approximately 8 Weeks
The first 4-5 weeks of school are used to establish routines and classroom organization. Teachers will likely not begin the first guidebook unit until those have been established. Read books with students that have content well suited for the beginning of school (e.g., *First Day Jitters*, Julie Danneberg. Ask comprehension questions and conduct shared writing[22] and independent writing activities. Create various anchor charts[23].	*Frogs*, Gail Gibbons Informational Text (Nonfiction)	*Mooncake*, Frank Asch Literary Text (Fiction)	*Spiders*, Gail Gibbons Informational Text (Nonfiction)	*Duck for President*, Doreen Cronin Literary Text (Fiction)
	Rationale: The content of this text set is suitable for the fall as it discusses the frog life cycle including the stages in the seasons.	Rationale: The content of this set focuses on understanding how students can connect fiction and informational texts, which supports later units. (1)	Rationale: This set contains texts that should be able to be read by students at this point in the year. It also applies the concepts learned in the previous unit.	Rationale: The content of this set is more challenging, so it is best included at the end of the year.
	Students gather information from a variety of texts to support their opinions. They build on knowledge of plants and growth from kindergarten to focus on the life cycles of animals, specifically frogs and toads. Students will explore the changes of life and how animals adapt to help them survive.	Students learn factual information about the moon and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students will explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people's findings. They will begin to use evidence to investigate what is real and what is imaginary in various tales about the moon. "The Moon Challenge"[24] explains a similar unit with science connections.	Students read several Anansi stories, which present Anansi as a trickster and as a helper. They will explore character motivation and how animals interact with other animals. (2) Students continue to learn how to use evidence from informational and literary texts to inform their opinions.	Students build their knowledge about the character traits valued in a good leader and citizen by exploring government, laws, elections, and the lives and decisions of former presidents. Through the anchor text, students discuss the power of language and details of the voting process. Students gain a preliminary understanding of our democratic process and build on the knowledge gained in kindergarten about our country. (3) This connects to social studies.

(1) Units are ordered based on the content of the set and the knowledge students build across the year.

(2) Students engage with multiple standards to build knowledge and skill with complex texts across different sets.

(3) The units connect to other content areas.

[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[23] http://pinterest.com/sweney/writing-anchor-charts/

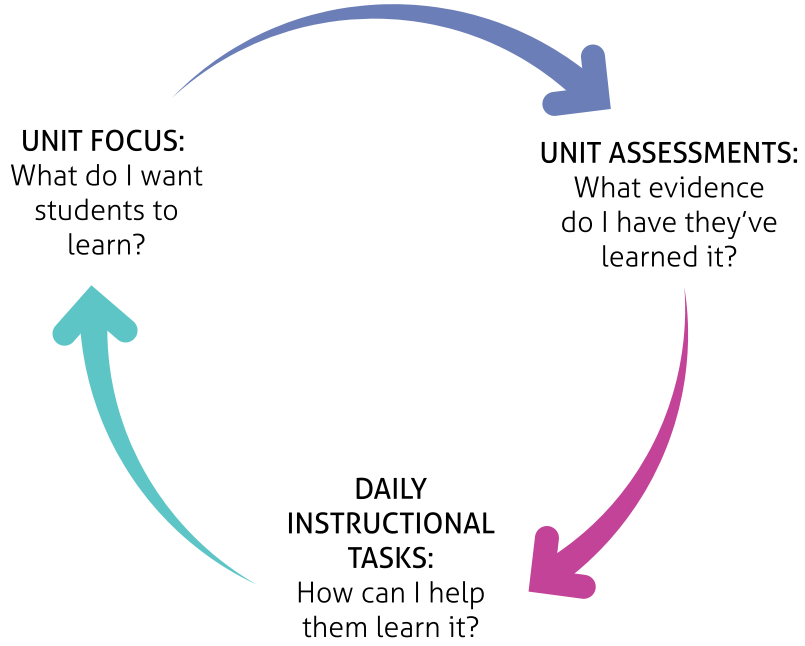
[24] http://www.achievethecore.org/content/upload/The%20Moon%20Challenge%20Article.pdf

UNIT PLAN OVERVIEW

How to Use the Unit Plans

In order to prepare for effective instruction, teachers will need to engage in a series of steps as they use these unit plans. Throughout the school year, grade-specific webinars will help teachers take these steps. Those webinars will be available in August and posted on the website as well.

Each unit includes:



That said, teachers will need to take the following steps to use the unit plans.

1. **Read the texts and the unit focus.** Because text is so critical, teachers must read their texts before instructing. To ask meaningful questions of texts and engage students, teachers should be clear on the following:
    a. **Unit focus:** This explains how all of the texts connect to each other and what content knowledge, themes, and/or concepts students will build or understand as a result of engaging in this unit.
    b. **Text focus:** Teachers should read the texts of the unit and consider: (1) How does this text help students accomplish the unit focus? and (2) How does this text connect to and deepen understanding of other texts in the unit?
    c. **Standards use:** How do the standards recommended in this unit help students engage with this text?
2. **Identify what mastery of the content and standards looks like for students.** Once teachers have reviewed the unit texts, they should review the sample unit assessments in the plan. Exploring the sample unit assessments will help teachers adjust and build their lesson plans, by identifying the content they must teach to prepare students for success.
    a. **Mastery of text and content**: What content knowledge must students build in this unit in order to perform well? What texts and portions of texts must they deeply understand?
    b. **Meeting standards**: What do reading, understanding, writing, and speaking about texts look like at this grade level? How do the standards help students understand and write or speak about complex texts?

3. **Adapt and create daily instructional tasks that prepare students for the end-of-unit assessment.** With this knowledge, teachers are prepared to adapt and create their lesson plans. Teachers should consider the following:

   a. **Using recommended tasks**: Which tasks are already built out that will matter most for the students in my classroom? Will I need to adjust or omit any of those tasks?

   b. **Building additional plans**: The unit plans do not include tasks for every text. What additional texts, content, and standards must my students practice before the culminating assessment? How will I build a lesson to help them do that?

   c. **Learning from others**: The grade-level ELA Edmodo site, virtual book clubs, and the online instructional framework[25] are all places where teachers can find additional resources and support to help them build and adjust plans.

[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

How to Read the Unit Plans

The unit plans are built around the instructional framework illustrated in the front section of this guide. They help teachers use high-quality texts and use the standards for students to understand and to express understanding of those texts.

These plans model standards-aligned whole-class instruction. Instruction for small-group reading, small-group writing, and independent reading must be unique to the individual students in your classroom and support your students in meeting grade-level standards during whole-class instruction. To learn more about how to support individual student needs in those instructional areas, visit the Teacher Support Toolbox.[26]

SAMPLE UNIT PLAN

UNIT: *MOONCAKE*

ANCHOR TEXT[1] (1)

Mooncake, Frank Asch (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *Goodnight Moon*, Margaret Wise Brown
- *Papa, Please Get the Moon for Me*, Eric Carle
- *Kitten's First Full Moon*, Kevin Henkes (Full text, pages 24-25, and Video)
- *Moondance*, Frank Asch
- *Bear Shadow*, Frank Asch (3)

Informational Texts (Nonfiction)

- *The Moon*, Carmen Bredeson
- "Visiting the Moon" from *The Moon*, Allison Lassieur
- Excerpts from *The Moon Book*, Gail Gibbons (6)
- Excerpt *Me and My Shadow*, Arthur Dorros

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "Moon Pictures," *Curiosity* on Discovery.com (Photographs) (4)

UNIT FOCUS (2)

Students will learn factual information about the moon and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people's findings. They will begin to use evidence to investigate what is real and what is imaginary in various tales about the moon. "The Moon Challenge"[2] explains a similar unit with science connections.

Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts (5)

Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10

Reading Standards: Foundational Skills:[3] RF.1.1a; RF.1.2a, b, d; RF.1.3a-f; RF.1.4a-c

Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language: L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6

CONTENTS

Page 1: Text Set and Unit Focus

Page 2: Unit Overview

Pages 3-5: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task

Page 6: ELA Instructional Framework

Pages 7-22: Text Sequence and Use for Whole-Class Instruction

[1] A complete version of this unit is available as a Grade 1 Sample Unit Plan at http://www.louisianabelieves.com/resources/library/year-long-scope-sequence.

1. The anchor and related texts were selected based on text selection criteria on page 9.
2. The unit focus identifies the knowledge and skills students will build by **engaging with complex texts**.
3. The unit contains both **literary and informational texts.**
4. Units include print texts and nonprint **multimedia texts**.
5. The texts are rich and complex so students have opportunities to meet many standards in a single unit.
6. The related texts offer opportunities for coordination across content areas.

[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

Mooncake Unit Overview 1

Unit Focus 2

- **Topic:** The moon, patterns, shadows
- **Themes:** The differences between what is real and what is imaginary
- **Text Use:** Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts

Summative Unit Assessments 3

A culminating writing task: 4

- Use informational texts to support understanding of literary texts
- Write complete sentences
- Write a letter with a topic, reasons, and sense of closure

A cold-read task: 5

- Understand grade-level texts
- Write in response to texts

An extension task: 6

- Create a class book based on information from texts and experiences
- Present information

Daily Tasks 7

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *Moondance* (sample tasks)
- Lesson 2: *Mooncake*
- Lesson 3: *Goodnight Moon* and *Mooncake* (sample tasks)
- Lesson 4: Pages 1-4, 7-13, and 21-25 of *The Moon Book* and *Mooncake* (sample tasks)
- Lesson 5: *The Moon* and "Visiting the Moon" from *The Moon*
- Lesson 6: *Mooncake* (sample tasks)
- Lesson 7: *Kitten's First Full Moon* and *Mooncake* (sample tasks)
- Lesson 8: Pages 1-19 of *Me and My Shadow* and *Bear Shadow*
- Lesson 9: Literary texts from the unit (culminating writing task)
- Lesson 10: *Papa, Please Get the Moon for Me* (cold-read task)
- Lesson 11: Informational texts from the unit and "Moon Pictures" (extension task)

1. All units have a unit focus, summative unit assessments, and daily tasks.
2. The unit focus answers the question: "What do I want my students to learn from texts?"
3. The summative unit assessments answer the question: "How will I determine if my students can understand complex texts and meet standards?"
4. The culminating writing task ask students to **write in response to a text**.
5. The cold-read task measures **students' ability to read and understand complex texts**.
6. The extension task incorporates **shared writing or research about related unit topics**.
7. The daily tasks answer the question: "How will I help students read and understand texts and express their understanding?"

SUMMATIVE UNIT ASSESSMENTS

1

CULMINATING WRITING TASK[4]

Have students respond to the following prompt: "Choose a character we've read about. What does this character not understand about the moon? Write a letter to your character that explains what they need to know to clear up their misunderstanding. Be sure to include at least one fact from the texts we have studied." (RL.1.2, RL.1.5, W.1.8)

Teacher Note:

- *Students are asked to select a character, identify what that character misunderstands about the moon, and clear up that character's confusion, drawing on information learned from the informational texts in the unit. (W.1.2) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g.,* because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.K.2d, e) Provide sentence frames*[5] *for students who need help writing complete sentences. The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

3

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** The moon, patterns, shadows • **Themes:** The differences between what is real and what is imaginary • **Text Use:** Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	This task assesses: • Using informational texts to support understanding of literary texts • Writing complete sentences • Writing a letter with a topic, reasons, and a sense of closure	**Read and understand text:** • Lesson 3 (sample tasks) • Lesson 5 • Lesson 7 (sample tasks) **Express understanding of text:** • Lesson 1 (sample tasks) • Lesson 4 (sample tasks) • Lesson 9 (use this task)

2

[4] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

1 Each unit includes three summative unit assessments: culminating writing task, cold-read assessment, and extension task.

2 This chart, included with each assessment task, explains how the assessment measures what students are expected to learn in the unit.

3 This column shows the tasks that most directly prepare students for success on the unit assessments.

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[13] *Moondance*, Frank Asch (Read Aloud)	**TEXT DESCRIPTION:** *Moondance* introduces students to Bear or Moonbear, who loves the moon. Through a series of books, Bear tries to dance with the moon, travel to the moon, eat the moon, play hide-and-seek with the moon, etc. In *Moondance*, Moonbear tries to dance with the moon. Students are left to judge whether Bear is successful. **TEXT FOCUS:** This text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary (RL.1.4; L.1.4a; L.1.5a, d; L.1.6) and identify the main (and recurring) character of Bear. They will explore his interactions with the moon over the course of this and several texts by the same author. (RL.1.3, RL.1.7) In particular, this text invites students to determine the misconceptions Bear has based on previous learning they gained in kindergarten. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *Moondance* read aloud and study the vocabulary as the text is displayed or projected. Then, working with a partner, students view the illustrations to retell the story and summarize the story as a class. Finally students engage in a shared writing followed by independent writing in which they write a note to Bear. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text aloud to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Word Work: Build a vocabulary display[14] throughout the unit that students can rely on in their writing. (L.1.6) ○ Project the text and ask students to locate and define in context academic vocabulary words that suggest feelings or appeal to the senses (e.g., *suggested*, *chuckled*, *cried*, *replied*, *asked*, *sighed*, *gazed*, *looking*, *watched*). (RL.1.4, L.1.4a) ○ Discuss with students the similarities among the words (i.e., they are different ways we can say or do something) and sort them into categories (Say and Do). (L.1.5a) ○ Then ask students to identify the differences by discussing the shades of meaning among the words. To support students in understanding this concept, have student pairs act out the words, and discuss what makes their demonstrations different. (L.1.5d)

[13] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

1. This column presents a suggested sequence and pairing of complex texts over the course of the unit.
2. This column provides guidance for using texts so students meet the standards.
3. Text Description provides a summary of the texts used in the unit.
4. Text Focus describes how the texts can be used for students to meet ELA standards.
5. Lesson Overview provides a summary of the model tasks and suggested order of instruction.
6. Each Model Task provides guidance for teachers to support students in reading, understanding, and expressing their understanding of complex texts.
7. A lesson does not equal one day of instruction. Teachers must determine the length of each lesson based on each unique class of students.

KINDERGARTEN UNIT PLANS

KINDERGARTEN UNIT PLANS

Kindergarten Units at a Glance

Note: The text complexity is very complex for all sets, as most of these texts are to be used for reading aloud to students. As such, the units are ordered based on their content, taking into account connections with science and social studies and the best order to build student knowledge across the year.

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Chrysanthemum, Kevin Henkes (Page 35)	Names and what makes them unique	Very complex	Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts	Beginning to middle of the year
Mama Panya's Pancakes, Mary and Rich Chamberlain (Page 62)	Character traits, African animals and habitat	Very complex	Read and retell stories, identify characters, setting, and major events, understand academic vocabulary, write in response to texts, determine the lessons being taught based on characters' actions and consequences	Beginning to middle of the year
The Year at Maple Hill Farm, Alice and Martin Provensen (Page 87)	Seasons and animal behavior	Very complex	Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained	Middle of the year
From Seed to Plant, Gail Gibbons (Page 111)	Plant life cycle and uses	Very complex	Developing vocabulary, identifying connections between ideas in a text, using illustrations to support understanding of texts, writing in response to texts, building knowledge across multiple texts	Middle of the year
Cloudy With a Chance of Meatballs, Judi Barrett (Page 131)	Weather and weather patterns	Very complex	Vocabulary development, understanding the differences between text types, making connections between literary and informational texts, comparing and contrasting character experiences across texts	End of year
A is for America, Gail Gibbons (Page 155)	American symbols and US Presidents	Very complex	Developing vocabulary, gathering information from various texts to build historical knowledge, writing in response to texts	End of year

* ***Readily accessible text***: The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.

Moderately complex text: The language is at grade level and the content is suitable for the grade level.

Very complex text: The language is at or slightly above grade level and the content is significantly complex.

UNIT: *CHRYSANTHEMUM*

ANCHOR TEXT

Chrysanthemum, Kevin Henkes (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- "My Teacher Calls Me Sweetie Cakes," Kenn Nesbitt (Poem)
- "Isn't My Name Magical?," James Berry (oem)
- "Me I Am!," Jack Prelutsky (poem)
- *A Porcupine Named Fluffy*, Helen Lester
- *The Name Jar*, Yangsook Choi
- *Andy (That's My Name)*, Tomie dePaola

Informational Texts (Nonfiction)

- *We're Different, We're the Same*, Bobbi Jane Kates
- *We Are All Alike, We Are All Different*, Cheltenham Elementary School Kindergarteners

Note: Additional texts that fit with this set:

- *Ashok by Any Other Name*, Sandra Yamate
- *My Name Is Yoon*, Helen Recorvits
- *My Name Is Elizabeth!*, Annika Dunklee

UNIT FOCUS

Young children are naturally interested in their names, and it is usually the first written language they recognize. Thus, using students' names is a powerful tool for introduction of the alphabet. Students explore their names and the letters in them and consider how their names create an *identity*. Students will develop an awareness of and appreciation for what makes them *unique*. They will explore how others are similar and different through read-aloud texts and learn the value in appreciating what makes others unique.

Text Use: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts

Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading Foundational Skills:[1] RF.K.1a-d, RF.K.2a-d, RF.K.3a-d, RF.K.4

Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1a-f, L.K.2.a- d, L.K.4a-b, L.K.5.a-d, L.K.6

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[1] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Chrysanthemum Unit Overview

Unit Focus

- **Topic**: Names and what makes them unique
- **Themes**: Appreciating differences
- **Text Use**: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts

Summative Unit Assessments

A culminating writing task:

- Evaluate characters
- Compare and contrast traits
- Write complete sentences

A cold-read task:

- Understand complex texts
- Compare and contrast sounds in words

An extension task:

- Engage in shared writing and research
- Read emergent-reader texts with purpose and understanding
- Write name

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Ongoing**:** Whole-class foundational skills (Possible texts: *From Anne to Zach* and *Here Are My Hands*, other classroom texts) (sample tasks)
- Lesson 1**:** "My Teacher Calls Me Sweetie Cakes" (sample tasks)
- Lesson 2**:** *Chrysanthemum* (sample tasks)
- Lesson 3**:** "Isn't My Name Magical?" and "Me I Am!" (sample tasks and extension task #1)
- Lesson 4**:** *Chrysanthemum* (sample tasks)
- Lesson 5**:** *We're Different, We're the Same*
- Lesson 6**:** *A Porcupine Named Fluffy*
- Lesson 7**:** *The Name Jar*
- Lesson 8**:** *A Porcupine Named Fluffy*, *The Name Jar*, *Chrysanthemum* (sample tasks)
- Lesson 9**:** *We Are All Alike, We Are All Different* (extension task #2 and culminating writing task)
- Lesson 10**:** *Andy (That's My Name)* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[2]

Have students respond to the following prompt: "Select two characters from the texts we read: one who is most like you and one who is most different from you. Draw a picture of each character. On the picture write (label) what is the same and what is different from you." (RL.K.1, RL.K.3, RL.K.9, SL.K.5)

Then ask students to dictate or write a sentence for each picture: "Underneath each picture, identify the name of each character and the text. Write whether you and the character are alike or different." (W.K.2, W.K.8)

Teacher Note:

- *Students are asked to name and draw two characters from the unit—one who is similar and one who is different from them. They must also identify and label the traits that make the characters similar or different, and write two complete sentences. The writing should use words from the displays. (L.K.6)*
- *Students should print many upper- and lowercase letters, use frequently occurring nouns and verbs, and spell simple words phonetically. (L.K.1a, b, f; L.K.2c, d) Students should also write complete sentences. Provide sentence frames*[3] *for students who need help writing complete sentences (e.g., "_____ (character's name) and I are alike or different." and have students write the character's name and circle either alike or different. The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (e.g., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Names and what makes them unique • **Themes**: Appreciating differences • **Text Use**: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts	This task assesses: • Evaluating characters • Comparing and contrasting traits • Writing complete sentences	**Read and understand text:** • Lesson 4 (sample tasks) • Lesson 5 • Lesson 6 (sample tasks) • Lesson 7 **Express understanding of text:** • Lesson 8 (sample tasks) • Lesson 9 (use this task)

[2] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[3] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[4]

Read aloud[5] *Andy (That's My Name)* by Tomie dePaola to individual students. Ask each student to independently answer a combination of orally read multiple-choice and constructed-response questions about the text[6]. For example:

1. Ask the student: "Who are the characters in this text? Why do the other kids not want to play with Andy?" (RL.K.1, RL.K.3, SL.K.2, SL.K.6, L.K.1d)
2. Ask the student: "Look at the illustrations in the book. What are the big kids doing with Andy's name?" (RL.K.1, RL.K.7, SL.K.2, SL.K.6, L.K.1d)
3. Ask the student: "Why is Andy important?" (RL.K.1, SL.K.2, SL.K.6, L.K.1d)
4. Read aloud *can*, *fan*, *man*, *pan*, *ran*, and/or *tan* from the text. Ask the student: "Pronounce the three sounds in one or more of the words." (**Teacher Note:** As needed, select the words for students to segment.) (RF.K.2d, SL.K.6)
5. Ask the student: "Read *can*, *fan*, *man*, *pan*, *ran*, and *tan* from the text. What letters are different in these words? Identify the sound of the letters that are different." (**Teacher Note:** Point to the words in the text rather than saying them aloud.) (RF.K.3c, RF.K.3d, SL.K.6)
6. Ask the student: "Compare *Andy* to *hand* and *handy*. What are the differences in these words?" (**Teacher Note:** Point to the words in the text rather than saying them aloud.) (RF.K.3d, SL.K.6)
7. Give the student an envelope with the letters of his or her full name cut out. Ask the student: "Use these letters to create at least two new words." (L.K.2d)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Names and what makes them unique • **Themes**: Appreciating differences • **Text Use**: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts	This task focuses on: • Understanding complex texts • Comparing and contrasting sounds in words	**Read and understand text:** • Ongoing Foundational Skills (sample tasks) • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 3 (sample tasks) **Express understanding of text:** • Lesson 4 (sample tasks) • Lesson 10 (use this task)

[4] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[5] If students are already reading, allow them to read the text. This should be based on individual student ability.

[6] Ensure students have access to the printed text while testing.

EXTENSION TASK[7]

Create two class books, *All About Me* (Extension Task #1) and *All About Our Class* (Extension Task #2).

Extension Task #1: Have students draw a self-portrait and a picture of something they like to do. Then, below the pictures, have students write their full name (first, middle, and last) using a combination of dictating and writing. Bind the book and place the book in the classroom library for students to read. (RF.K.4, W.K.7, W.K.8, L.K.1.a, L.K.2c, L.K.6)

Extension Task #2: Create various pages with simple sentences, regular three-letter words (CVC words), and pictures representing multisyllabic words (rebuses). For example, one page might say, "I like dogs. I like cats. I eat (picture of pizza). I eat (picture of ice cream). I go to (picture of church). My name has Aa in it." Underneath or beside each statement, draw an open box. Each page will have slightly different statements. Engage in shared research with the class. (RI.K.10, W.K.7, W.K.8) Have students locate someone in the class who matches each sentence and ask that classmate to sign (or print) his/her name in the box underneath the statement. (RF.K.1a, RF.K.1c, RF.K.3b, RF.K.3c, L.K.2c, L.K.2d, L.K.6) Once students have their pages completed, gather them and bind them into a book. Place the book in the classroom library for students to read. (RF.K.4)

Teacher Note: *If time allows, engage students in digitally publishing one of the class books. (W.K.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Names and what makes them unique • **Themes**: Appreciating differences • **Text Use**: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts	This task focuses on: • Engaging in shared writing and research • Reading emergent-reader texts with purpose and understanding • Writing name	**Read and understand text:** • Lesson 2 (sample tasks) • Lesson 5 **Express understanding of text:** • Lesson 3 (use this task) • Lesson 9 (use this task)

[7] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

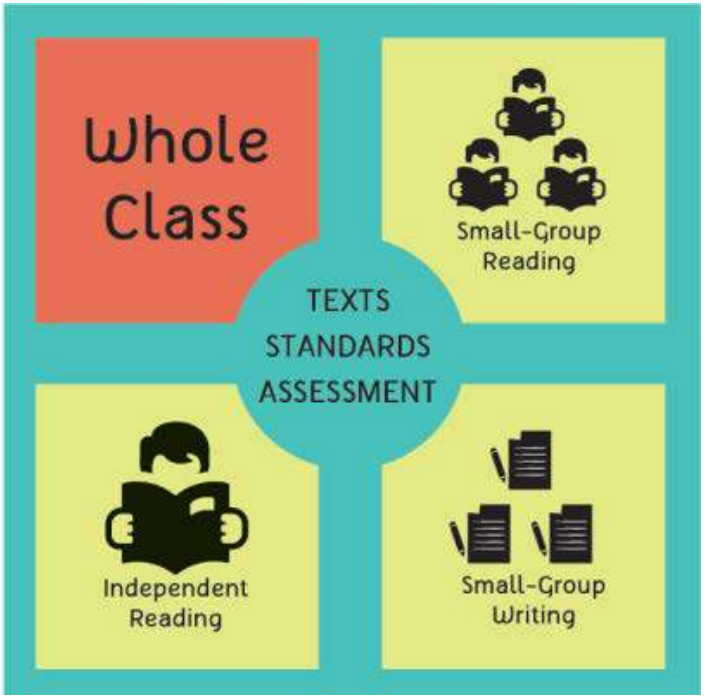
INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[8] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***



Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

ONGOING READING FOUNDATIONAL SKILLS

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. Reading foundations, writing, and language development are essential in grades K-2.

There are four core skills to build at the beginning of the year in kindergarten:

1. Recognizing and producing rhyming sounds and segmenting syllables
2. Understanding concepts of printed text
3. Knowing, recognizing, and writing the upper- and lowercase letters of the alphabet
4. Recognizing, reading, and writing high-frequency words

Below is a set of sample scaffolded tasks to support students in developing these skills. Recommendations are provided for when to teach these skills, but teachers must determine when and what is taught based on their specific students' needs. Use ongoing assessments to determine skill mastery and deficiencies.

Teachers may consult additional sources for support in teaching the skills (e.g., Tier 1 reading foundational programs,[9] Florida Center for Reading Research,[10] *Building the Foundation* from the Center on Instruction,[11] *Phonemic Awareness in Young Children: A Classroom Curriculum*,[12] or basal textbooks).

Instructional Note: At the beginning of the year, most kindergarten teachers may choose to teach foundational standards during whole-class instruction, as many students are at similar development levels. As the year progresses and students' reading needs become more diverse, most foundational skills will be taught during small-group reading and small-group writing instruction. Determine when and what is taught based on student needs. See the ELA Instructional Framework[13] for additional information.

[9] http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews
[10] http://www.fcrr.org/studentactivities/kg.htm
[11] http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf
[12] http://www.amazon.com/Phonemic-Awareness-Young-Children-Curriculum/dp/1557663211
[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT DESCRIPTION	TEXT USE
Possible texts: • *From Anne to Zach*, Mary Jane Martin • *Here Are My Hands*, Bill Martin, Jr. • Other classroom texts that connect to the concepts of names and identity Select texts to teach foundational skills that: • Contain rhyme, rhythm, and/or repetition • Are visually attractive, with illustrations and/or pictures • Are interactive (e.g., students can finish the rhymes, answer questions asked of them, join in with a repeated "chorus," etc.) • Provide opportunities for movement or drama/role-playing	**SAMPLE TASKS** 1. Directionality: Teach students the various directions of print in a full book, on a page, and in a sentence. (RF.K.1a) o Read the cover and title page of the selected text. Ask volunteers to identify the front and back covers and the title page. o Have volunteers point out the beginning of the story and where the story ends. o Then say, "Before we begin the story, who can show us where we begin on a page?" o Then say, "Which way do we go…and where do we go when we get to the end of the line?" o Integrate movement by having the students move their arms, hips, or head from left to right. o Show the students that the words only make sense when read left to right, by rereading them right to left and demonstrating that this makes no sense. 2. Alphabetic Principles: Teach students to recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d) o Teach students an alphabet song, cheer, or chant. During the reciting of the song, cheer, or chant, display an alphabet card that includes an upper- and lowercase letter and a picture corresponding to the sound of the letter as students say the letter. o Another option is to have students say the letter name, make the sound, and do a movement for each letter. o When teaching vowel sounds, be sure to include both the short and long vowel sounds. Focus on teaching the short vowel sounds (phonemes) first before engaging students with matching the sounds to letters. Short vowel sounds are easiest for kindergarten students to master, and they are more commonly used in three-letter words. Long vowel sounds are included in Sample Task 8 (below). o Additional tasks for teaching letters and standard RF.K.1d are available here.[14]

[14] http://www.fcrr.org/studentactivities/kg.htm

TEXT DESCRIPTION	TEXT USE
	3. Tracking Print: Teach students to read recognize individual words and follow the words from left to right, top to bottom, and page to page as the text is read aloud. (RF.K.1a) o Read aloud the selected text. o Project the text while reading, and point clearly to the words for students to follow along. o Ask students to join in, reading the words when they can. (RF.K.3c) o Reread the text a second time and have students take turns using pointers to track the words as the story is being read aloud. (RF.K.1b) o Then have students count the words in some of the longest and shortest sentences. (RF.K.1c) o Ask why some sentences are longer than others. Point out that the longer sentences "say more" or have more information. 4. Segmenting Activities: Teach students to *segment sentences into words*. (page 18 of Appendix A[15] and RF.K.1c) o Identify sentences from a text and have students count the number of words in a sentence. Do this through body movements or using manipulatives to move for each word said. For example, students can clap, jump, count on fingers, use plastic frogs to jump, or tap with popsicle sticks. 5. High-Frequency Words: Engage students in practice reading and using high-frequency words from the high-frequency word display. o Using common sight words (pulled from the high-frequency word display), and play games such as "Slap It," where the teacher calls out the sight word and students must slap the written form of it. (RF.K.3c) o Practice high-frequency words using various strategies. Access example strategies here.[16] 6. Rhyme Awareness: Teach students to recognize and produce rhyming words. (RF.K.2a) o Introduce rhyming words as words that sound the same at the end, like *cat* and *bat*. o When a text contains a rhyming pattern:

[15] http://www.corestandards.org/assets/Appendix_A.pdf
[16] http://www.readinga-z.com/more/highfreq_strat.html

TEXT DESCRIPTION	TEXT USE
	▪ Pause before reading the second word in a rhyming pattern. Then allow the students to say the rhyming word. For example, in *Here Are My Hands*: "Here is my head/for thinking and knowing./Here is my nose/for smelling and [pause to allow students to respond] blowing." ▪ Stop after reading a rhyming pair and have students identify the rhyming words. In the example above, it would be *knowing* and *blowing*. ▪ Use chants or songs, such as "The Name Game"[17] by Shirley Ellis (also known as "The Banana Song"). ▪ Provide students with picture cards of rhymes to match the words that rhyme. 7. Identifying the Parts of a Book: Teach students to understand the role of the author and illustrator. (RL.K.6) o Before rereading the selected text, ask volunteers to identify the front and back covers and the title page. Then have them (with prompting and support) name the author and the illustrator and define the role of each in telling the story. 8. Segmenting Activities: Teach students to *segment words into sounds*. (RF.K.2b, RF.K.2c) o Use CVC words (e.g., *can* or *not*) from the read-aloud texts and have students segment each of the words into their beginning, middle, and ending sounds. Students can use their arms, blocks, or other manipulatives to isolate each sound. (RF.K.2d) o Additional tasks for teaching letters and standards RF.K.2b-d are available here.[18] 9. Alphabetic Principles: Teach the long vowel sounds (phonemes) prior to asking students to associate the long and short vowel sounds with text. (RF.K.1d, RF.K.3b) o Tell the students that the vowel says its name when it is a long vowel. For instance, this is the difference between the vowel sounds in *cap* and *cape*. o Introduce a movement and picture for the students to associate with the long vowel sounds. o Engage students in multiple readings of alphabet books to help build fluency with letters. (RF.K.4) o Additional tasks for teaching letters and standards RF.K.1d and RF.K.3b are available here.[19]

[17] http://www.kidsongs.com/lyrics/the-name-game.html
[18] http://www.fcrr.org/studentactivities/kg.htm
[19] http://www.fcrr.org/studentactivities/kg.htm

TEXT DESCRIPTION	TEXT USE
	10. Sorting Through the Alphabet: Support students in recognizing, categorizing, and writing the upper- and lowercase letters of the alphabet in different sizes, fonts, and handwriting styles. (RF.K.1d, SL.K.5, L.K.5a) o Teach each letter's features (upper- and lowercase) to help students discriminate among all the letter forms. o Teach students about lines (e.g., straight lines with a starting and stopping point, including horizontal, vertical, and diagonal; curved lines that are continuous, including circles, half circles, waves, and spirals). Have students produce artwork with only straight lines labeled "Straight" and artwork with only curved lines labeled "Curved." (SL.K.5) o Explain to students that a letter is a picture of a sound and that letters are made with a combination of straight and curved lines. o Have the students use a Venn diagram or a column chart to sort the letters by their line features (e.g., *c, e,* and *s* contain only curved lines; *l, N,* and *z* contain only straight lines; *a, D, n,* and *R* contain curved and straight lines). o Then discuss the results of their sorts using comparison terms such as *more*, *less*, *same*, *alike*, *different*, *straight*, *curved*, and *both straight and curved*. o After the class has sorted the alphabet as a whole-group activity, place the charts and various letters in workstations for individual practice. 11. Character Voices: Engage students in reading emergent-reader texts with purpose and understanding. (RF.K.4) o Page through *From Anne to Zach* for students to identify the characters. (RL.K.3) o Reread the book. Have the girls read the pages that focus on the girl characters and the boys read the pages that focus on the boy characters. o Support the students in rereading the story by orally reading the more challenging parts of the text with them. 12. Student Writing: Create a class alphabet book of student first and last names and pictures. (W.K.6, W.K.7) o For example, all students with a first or last name that starts with *A* will be included on the *A* page with their name and picture. o Emphasize *A* by writing it in a different color or underlining it in each student's first or last name. o Include both upper- and lowercase letters as the heading on each page. (RF.K.1d)

TEXT DESCRIPTION	TEXT USE
	o Students may dictate or write their names. (RF.K.1b, RF.K.3a, L.K.1a, L.K.2c) o Place the book in the classroom library for students to practice reading. (RF.K.4) 13. Fluency: After reading a text as a whole class, place the book in the classroom library for children to practice reading. (RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4)

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

Unit Note: The first four or five weeks of school are used to establish routines and classroom organization. Teachers will likely not begin this unit until those have been established. Read books with students that have content well suited for the beginning of school (e.g., *The Kissing Hand* by Audrey Penn or *Leo the Late Bloomer* by Robert Krauss). (RL.K.10, RI.K.10) Conduct shared writing[20] activities, such as writing a Morning Message[21] or creating class books, such as *We Can* or *How We Bloomed*. Create various anchor charts.[22] Work on whole-class foundational skills. Refer to the ongoing whole-class foundational skills lessons on the previous pages for support in tasks to use throughout the units.

TEXT SEQUENCE	TEXT USE
LESSON 1:[23] "My Teacher Calls Me Sweetie Cakes," Kenn Nesbitt	**TEXT DESCRIPTION:** This text introduces the unit with humor and focuses on the use of nicknames. **TEXT FOCUS:** This poem contains several high-frequency words and other vocabulary that can be the focus of specific questions about the main idea of the poem (e.g., "Why are the names *embarrassing* to the speaker?"). (RL.K.1, RL.K.2, RL.K.4, RF.K.3c, L.K.1d) Students can discuss what makes poetry different from storybooks. (RL.K.5) The poem also supports opportunities for reinforcing rhyme. (RF.K.2a) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the poem read it aloud once. Then they follow along as the poem is read aloud again. Lastly, they work with a partner to locate and read the high-frequency words in the poem to add to a class vocabulary display. **READ THE TEXT:** • Connection to Foundational Skills: Prior to reading this first text, ensure students have some basic understanding of the alphabet and print. Refer to Sample Tasks 1-4 of the Ongoing Reading Foundational Skills. • First Reading: Read aloud the poem to students. • Second Reading: Read aloud the poem to students and display or project the text for students. • Word Work: Build a high-frequency vocabulary display[24] throughout the unit. o Ask students, "Who can come frame the word *my*?" Have a volunteer frame (circle, highlight, use Wikki Stix) *my*. Divide the class into pairs. Ask pairs to find another instance of *my* in the poem. (RF.K.1b)

[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[21] http://www.hubbardscupboard.org/morning_message.html
[22] https://www.pinterest.com/sweney/writing-anchor-charts/
[23] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Assign each pair another high-frequency word from the poem (e.g., *me*, *to*, *her*, *or*, *is*, *so*, *I*, *at*, *all*, *in*, *not*). Ask each pair to locate the instances of their assigned high-frequency word in the poem. o Ask the pairs to count how many times their word appears in the poem and share their total number with the whole class. (RF.K.3c, SL.K.6) o Have the whole class check the accuracy of the results for each pair by counting how many times the pair's word appears in the poem. (SL.K.1a, SL.K.3) o Place the high-frequency words on the display. o When adding words to the vocabulary display, emphasize their placement on the chart by making movements or gestures to represent the words and/or chant or cheer the spelling of the word together. For example, use "movie star kisses" (students put their hands to their mouth and throw each letter a kiss) or "dancing" (move side to side for each letter). Then have students write the word in the air, on a friend's back, or on paper. (L.K.1a, L.K.2c) o Throughout the unit, support students in using the display when they read and write. (L.K.1a, L.K.1e, L.K.2c, L.K.6) o Continue to build the display with words from other texts in the unit (e.g., from *Chrysanthemum*: *was*, *the*, *said*, *and*, *she*, *it*, *when*, *for*, *on*, *an*, *with*, *but*, *as*, *a*). o Additional practice with high-frequency words is also recommended during foundational skills instruction. See Sample Task 5 of the Ongoing Reading Foundational Skills.
LESSON 2: *Chrysanthemum*, Kevin Henkes	**TEXT DESCRIPTION:** This text is about a mouse named Chrysanthemum who learns, with the help of her teacher, to love her name. **TEXT FOCUS:** Students engage with this text multiple times over the course of the unit. This exposure allows all students to hear and engage with complex vocabulary and sentence structure that they might not be able to read on their own. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in counting and pronouncing syllables of Chrysanthemum and their own names prior to comparing the number of letters. Then students listen to the text read aloud and work with the academic vocabulary. Lastly, students listen to the story read it aloud again, and they retell the events of the story using the illustrations for support. **READ THE TEXT:** • Pre-Reading: Identify the sounds for consonants and study the letters and syllables in students' names.

TEXT SEQUENCE	TEXT USE
	○ Read aloud the title and author of the book and say, "The name of the main character of this book is Chrysanthemum." Work with students to divide the name into its syllables (i.e., clap the syllables). As a class, count the number of syllables in Chrysanthemum. Then have students work with a partner to pronounce each syllable in Chrysanthemum's name and blend the syllables to pronounce her name. (RF.K.2b) ○ Ask students to work with their partner to do the same using their own first and last names. Have one partner say his/her first name aloud and have the other partner break the name into its syllables. Then repeat the process with the last name. Record the number of syllables. Then repeat the process with the other partner. Count the total number of syllables in both names. As a class, determine which pair has the most and least syllables in both of their names. (SL.K.1a, b; SL.K.3) ○ Graph students' first names and Chrysanthemum from smallest to largest number of letters. Ask students to say the letters as they are written on the graph. (RF.K.1b) ○ Read and discuss the name graph using vocabulary such as *largest/longest*, *smallest/shortest*, *more*, *less*, *same*, and *different*. (L.K.6) Guide students in asking each other questions about the name graph. (L.K.1d, L.K.5a) At this age, the use of vocabulary terms such as *same, similar, like, different, more, less, comparing,* and *comparison* is abstract. Make a special vocabulary display with the terms used for discussion. Include a picture representation of the words and refer to it whenever these terms are used. (RI.K.3, SL.K.1a-b, L.K.6) ○ Have students compare the letters in Chrysanthemum's name to the letters in their full name using a Venn diagram. (Model the process with the teacher's name.) (RF.K.1d) ○ **Note for Small-Group Reading:** As particular students struggle with meeting these reading foundation standards during whole-class instruction, follow up with those students during small-group reading time to work more specifically on them.[25] • First Reading: Read aloud this text in its entirety once. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. (RL.K.10) • Word Work: Continue to work with the language of the text for students to understand the meaning of the academic vocabulary.

[25] During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (http://www.coreknowledge.org/ckla-files#!/kindergarten/skills) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/kg.htm), *Building the Foundation* from the Center on Instruction (http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

TEXT SEQUENCE	TEXT USE
	○ Project the excerpts from *Chrysanthemum*: "She blushed. She beamed. She bloomed." and "prized possession." For each, ask students what consonant and sound is at the beginning of the words. (RF.K.1d, RF.K.3a) ○ Select academic vocabulary in the text (e.g., *perfect*, *appreciate*, *wilted*, *dreadful*, *priceless*, *pleasant*, *miserably*, *jealous*, *discontented*, *blushed*, *beamed*, *bloomed*, *prized*, and *possession*). Display the words on individual cards, sentence strips, a white board, or by highlighting or circling the word in the projected text. ○ Ask students questions about the academic vocabulary in the text. For example, "When a plant or flower *wilts*, it means that the plant or flower loses strength and starts to droop. What does the following sentence mean? 'Chrysanthemum wilted.'" Ask students to refer to the illustrations and/or personal connections to support their understanding of the words. (RL.K.1, RL.K.4, RL.K.7, SL.K.2, L.K.1d, L.K.5c) ○ Divide the class into pairs. Provide each pair a set of cards with each word written on a single card with an illustration. Have pairs identify which words have similar definitions and sort the words into categories (e.g., similar meaning, same first letter, descriptive words or action words, etc.). (L.K.5a) ○ As a class, identify the antonym for each word. (L.K.5b) ○ Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) • Second Reading: Read aloud *Chrysanthemum* again and show and point to each studied word as it is being read. (RF.K.1b) Reinforce student understanding of the words during Daily Five™ or literacy stations[26] by providing students a card sort match (i.e., match the vocabulary word with a picture of its antonym). (L.K.5b) • Third Reading: Read aloud *Chrysanthemum* again. **UNDERSTAND THE TEXT:** • Student Practice: Create a class story map of the illustrations for retelling. ○ Create class posters of each illustration in the text. ○ Ask students to identify the characters, setting, event, and key details each illustration depicts. (RL.K.3, RL.K.7) ○ Underneath each picture, write one or two details as students dictate what to write. (W.K.2) ○ Have individual students hold the illustrations and ask the class to place the illustrations in order.

[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Class Discussion: After securing the illustrations in order on the wall, ask students to work in groups to orally retell the story. (RL.K.2, RL.K.10) Have one or two students share their retellings with the whole class, speaking audibly. (SL.K.6) As a class, complete the story map by determining which events and key details go at the beginning, middle, and end of the story. Allow the groups to vote for which events and key details they think belong in which places on the chart. (SL.K.1a-b, SL.K.3)
LESSON 3: "Isn't My Name Magical?" James Berry "Me I Am!," Jack Prelutsky	**TEXT DESCRIPTION:** These texts explore the concept of individuality and uniqueness. The first text focuses on names and how they make people special. The second text explores the concept of "me" and individuality. **TEXT FOCUS:** Pairing these poems presents opportunities to compare and contrast their forms and understand the differences between poems and storybooks. (RL.K.5) Additionally, "Me I Am!" contains several high-frequency words, which can be captured on the word display for students to use as they read and write throughout the year. (RF.K.3c, L.K.6) **MODEL TASKS** **LESSON OVERVIEW:** Students engage in rhyme and word work with "Me I Am!" Then they compare and contrast the speakers of each poem and *Chrysanthemum.* **READ THE TEXTS:** • Connection to Foundational Skills: Prior to reading, ensure students have some basic understanding of the high-frequency words, rhymes, and concepts of print. Refer to Sample Tasks 4-9 of the Ongoing Reading Foundational Skills. • First Reading: Read aloud "Me I Am!" • Second Reading: Reinforce rhyme and letter recognition with "Me I Am!" and teach students to recognize letters, words, and spaces in the poem. o Display rhyming lines from "Me I Am!" and use sticky notes to cover the second word in a rhyming pattern. Read the line and have students guess what rhyming word may be underneath the sticky note. (RF.K.2a) o Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) make sense in the sentence. Finally, reveal the "secret" word to the students. (RF.K.1b, RF.K.3c, L.K.2c, L.K.2d) o Use Wikki Stix or highlighters to find words that rhyme (e.g., *me*, *see*, *be*, *do*, *two*) or words that have the same beginning or ending sounds. (RF.K.2a, RF.K.2d)

TEXT SEQUENCE	TEXT USE
	○ Display the full text of "Me I Am!" Write each word from a stanza (or several stanzas) of "Me I Am!" on individual sticky notes. Beside the displayed text of "Me I Am!," place the sticky notes out of order. ○ Divide the class into pairs. Give one sticky note to each pair of students. Reread the poem together. (RL.K.10) ○ Point to the first word of the poem and ask, "Who has the word *I*?" The pair that thinks they have *I* on their sticky note should come up and place their word under the word *I* to see if it matches. If it does, put the word on top of the printed word. If it doesn't match, ask students what they notice that is different about the two words and what they think the correct match is. Continue until all the words are matched, and then reread the poem together again. ○ Students can also count the words, spaces, or letters in a stanza. (RF.K.1b, RF.K.1c) ○ **Note for Small-Group Reading:** As particular students struggle with meeting these reading foundation standards during whole-class instruction, follow up with those students during small-group reading time to work more specifically on these standards.[27] • Third Reading: Read both poems aloud. **UNDERSTAND THE TEXTS:** • Class Discussion: Ask students to identify how "Me I Am!" is similar or different in form to "Isn't My Name Magical?" (RL.K.5) ○ For each stanza of the poem, ask students to retell/rephrase what the speaker is saying. (They may rely on the illustrations to support their retelling). (RL.K.2) ○ Record student ideas for the class to see. ○ Ask students to explain the moment or idea represented in each illustration. (RL.K.7) ○ Underline or highlight the phrases from the retelling that are mentioned as students discuss the illustrations. ○ Ask students to work with a partner to identify one trait that makes the speaker "me I am." What does it mean to be "me"? (RL.K.1, RL.K.4, RL.K.10)

[27] During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (http://www.coreknowledge.org/ckla-files#!/kindergarten/skills) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/kg.htm), *Building the Foundation* from the Center on Instruction (http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Shared Writing: Ask students to compare and contrast the speakers in each poem and make connections to the anchor text. (RL.K.1, RL.K.9, RL.K.10, SL.K.2, SL.K.6, L.K.1d) o Record student responses to questions: ▪ What makes each speaker unique or special? How is each speaker an individual? ▪ What is one way that the speaker's name in 'Isn't My Name Magical?' makes him "me I am"? ▪ How is Chrysanthemum's name magical? ▪ What makes Chrysanthemum an individual? ▪ How is each of us unique? • Student Writing: Send home a "How did I get my name?" activity for extension and narrative writing. Inform parents or guardians of the class discussion about names and ask them to share the story of choosing their child's name with their child. o Ask parents/guardians and child to work together using a combination of drawing, dictating, or writing two or three of the main details of the story and the child's reaction. (W.K.3; W.K.5; W.K.6; L.K.1a, b, c, e, f; L.K.2a, c, d; L.K.6) o Have students share the stories with the class. (RI.K.10, RF.K.4, SL.K.4, SL.K.6) **SAMPLE SUMMATIVE TASK:** Extension Task #1
LESSON 4: *Chrysanthemum*, Kevin Henkes	**TEXT DESCRIPTION:** This is a subsequent reading of the anchor text. **TEXT FOCUS:** Continue building the high-frequency display and include student names. Show students the text so they can analyze the language and sentence structure to determine meaning based on word placement in the sentence. Students should also begin analyzing the text more completely to build understanding and express their understanding in writing. **MODEL TASKS** **LESSON OVERVIEW:** Student engage in further word work with *Chrysanthemum* and then answer questions about the text and record their responses on a graphic organizer. The lesson concludes with a shared writing exercise about what makes Chrysanthemum's name special or unique.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Fourth Reading: Read aloud the pages containing the sentences below. Ask students to tell what happens before and after those pages in the text. As needed, show the illustrations to support their retelling. (RL.K.2, RL.K.7) • Word Work: Engage students in determining the meaning of words based on their placement in the sentence and in reading each other's names. o Display the following sentences: 1. "Chrysanthemum loved her name." 2. "She loved the way it sounded when her mother woke her up." 3. "She loved the way it sounded when her father called her for dinner." 4. "And she loved the way it sounded when she whispered it to herself in the bathroom mirror." o Ask students to analyze each sentence to determine the meaning of *she*, *it*, and *when*. (RL.K.1, RL.K.4, RF.K.3c, L.K.6) Discuss the meaning. As a class, identify how each sentence is expanded from the original sentence. (L.K.1f) Repeat the process with the sentences on the next page to determine the meaning of *she*, *it*, *with*, and *on*. How are these sentences similar? How are they different? Why? (RL.K.10; RF.K.1a, b, c) o Reinforce letter recognition with *Chrysanthemum* by asking students to select their written name (on an index card with a picture on the opposite side) from all the other class names. Form a circle and have each student place the card name up in a circle on the floor. Have students move around the circle. When they stop, have one student pick up the name card from the floor and read it to the class. Assist students as needed in reading the names (using pictures as necessary). Continue until every student has had a chance to read a name. (RF.K.3a-b) o Then, using the same photo/name cards for each student, ask students to select a name (or use their own) and identify on a T-chart the letters in the name. Record all letters on the chart. (RF.K.1b, d; RF.K.3a, b; L.K.1a; L.K.2c; L.K.5a) Other possible sorting activities could focus on sorting boy names and girl names, graphing the number of letters in a name, or organizing name cards alphabetically by first letter in the name.

TEXT SEQUENCE	TEXT USE
	○ **Note for Small-Group Reading:** As particular students struggle with meeting reading foundation standards, follow up with those students during small-group reading time to work more specifically on these standards.[28] • Fifth Reading: Create a graphic organizer/discussion guide with questions, such as: Does Chrysanthemum love her name? Is Chrysanthemum's name perfect? Do Chrysanthemum's classmates like her name? Read aloud the entire text. While reading, ask students to write "yes" (or draw a smile) or "no" (or draw a frown) and the page number on the graphic organizer every time the question is answered. Ask students to compare their chart with a partner's chart and guide students to ask each other questions about the differences on their charts. (RL.K.3, SL.K.3, L.K.1d) • Class Discussion: Conduct a whole-class discussion about the following questions. Support students in using their charts and the details from the text. (RL.K.1, RL.K.2, RL.K.4, RL.K.7, RL.K.10, W.K.7, SL.K.2, SL.K.3, SL.K.6) ○ In the beginning of the story, why did Chrysanthemum love her name? ○ Then why did Chrysanthemum think her name was *dreadful*? ○ How do Chrysanthemum's classmates feel about her name at the beginning of school? ○ What reasons do they give for their opinion? ○ How does Mrs. Twinkle help Chrysanthemum? ○ How do Jo, Rita, and Victoria demonstrate at the end of the text they like Chrysanthemum's name? **EXPRESS UNDERSTANDING:** • Connection to Foundational Skills: Prior to the shared writing, ensure students have a basic understanding of how to write the letters using proper handwriting. Refer to Sample Task 10 of the Ongoing Reading Foundational Skills. • Shared Writing: Conduct a shared writing[29] task in which the class answers the question, "Why is Chrysanthemum's name special or unique?" ○ Have the class identify the topic and supply some information. (RL.K.1, RL.K.3, W.K.2, W.K.7, W.K.8) Using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6)

[28] During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (http://www.coreknowledge.org/ckla-files#!/kindergarten/skills) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/kg.htm), *Building the Foundation* from the Center on Instruction (http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

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TEXT SEQUENCE	TEXT USE
	○ Guide the writing process while students write the parts they know. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example**,** the first sentence may be: "Chrysanthemum's name is special because it is long." Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying "Period." (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5; L.K.1f; L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. For example, point to the high-frequency word *or* on the display, and have the students spell it while it is being written. (RF.K.3c; L.K.2c; L.K.6) Point to the words and read the entire response simultaneously with the students. ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students' names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ○ **Note for Small-Group Writing:** If students need additional writing or grammar support, provide during small-group time. For example, as students struggle with punctuation, provide sentences missing punctuation marks. Read each sentence, have students identify and write the correct punctuation that goes at the end. (L.K.2.b)
LESSON 5: *We're Different, We're the Same*, Bobbie Jane Kates	**TEXT DESCRIPTION:** This text highlights what is similar and different among people. **TEXT FOCUS:** Read this text aloud. Use the text to discuss the difference between texts that tell a story and texts that provide information, focusing on the fact that this text has illustrations, not photographs, but still provides information. (RI.K.5) This text also expands student thinking about the unit focus—despite our differences in names and physical characteristics, we all have similarities as well. Students can identify the main topic of the text, retell key details, describe how individuals are connected in the text, and identify the reasons the author gives for each point she makes, including describing how the illustrations reinforce the points she is making. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.8)
LESSON 6: *A Porcupine Named Fluffy*, Helen Lester	**TEXT DESCRIPTION:** Fluffy is anything but fluffy, but in the process of trying to become something he isn't, he meets a new friend who helps him appreciate his unique qualities and name. **TEXT FOCUS:** Similar to the other texts in this unit, this text provides additional opportunities for students to explore their names and what makes them unique. Engage students in asking and answering questions about the vocabulary, details, characters, and events of the text, including retelling the events of the story based on the illustrations and discussing how Fluffy

TEXT SEQUENCE	TEXT USE
	learns to like his name. (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text being read aloud, and then engage in defining vocabulary. Students then work as a class to understand the text and conclude the lesson by producing a written opinion about it. **READ AND UNDERSTAND THE TEXT:** • Connection to Foundational Skills: Prior to reading these texts, ensure students have practiced reading emergent-reader texts (e.g., alphabet books, such as *From Anne to Zach*) with purpose and understanding. Refer to Sample Tasks 11-13 of the Ongoing Reading Foundational Skills. • First Reading: Read aloud this text in its entirety once. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. (RL.K.10) • Word Work: o Divide the class into pairs. Have each pair consider the following words: *giggled*, *jiggled*, *roared*, *howled*, *laughed,* and *gasped.* Select a word and illustrate its meaning by acting out the definition. As needed, reread portions of the text for students to determine the definitions. (RL.K.1, RL.K.4, SL.K.2) o As a class, determine the differences between the words by describing and then discussing each pair's performance. (SL.K.1a-b, SL.K.4, SL.K.6, L.K.5d) o Reinforce understanding in a literacy station activity by asking students to match the present-tense verb with the past-tense verb (e.g., *giggle* with *giggled*). Have them identify what makes the two words different in look and meaning. (RL.K.4, L.K.4b) o Reread pages 30-31 to the students: "A porcupine named Fluffy. A rhinoceros named Hippo. It was almost more than they could bear. Hippo and Fluffy rolled on the ground giggling and laughing until tears came to their eyes. At last they lay exhausted on the ground. From that time on they were the best of friends." o Ask students to identify new meanings for familiar words. (L.K.4a) On a T-chart, write *bear* (animal) on the left and *bear* (verb) on the right. Have students draw a picture to represent the definition of each word. (SL.K.5) o Ask students, "What is almost more than Fluffy and Hippo can bear? What happens in the story that shows you they almost can't *bear* the information? In the end, though, are they able to *bear* the information? What happens in the story that shows whether they are able to *bear* the information? Think of a time when you had to *bear* something. Share your example in a complete sentence with the class." (RL.K.1, RL.K.4, SL.K.2, SL.K.4,

TEXT SEQUENCE	TEXT USE
	SL.K.6, L.K.5c, L.K.1f) o Display the various words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by each word when someone uses it during the week. (L.K.6) • Second Reading: Read aloud the text again. • Class Discussion: Work as a class to understand the meaning of the text. o Complete a class chart in which students identify the characters, the settings, and major events in the story. For each section of the chart, display the text so students can locate a key detail (either in words or illustrations) to add as support for the chart. (RL.K.1, RL.K.2, RL.K.3, RL.K.7) o Guide students to ask and answer questions about the text, following agreed-upon rules for discussion and continuing the conversation through multiple exchanges. (SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ▪ Why was Fluffy *embarrassed*? (RL.K.1, RL.K.4, L.K.6) ▪ Why did Fluffy's parents choose to name him Fluffy? Create a list of the other name options and a reason for why they did not choose each name. (RL.K.1, RL.K.2) ▪ What does it mean that Fluffy began to *doubt* that he was fluffy? (RL.K.4) ▪ What are some other ways to say he is *doubtful*? (RL.K.1, RL.K.4, L.K.4b, L.K.6) ▪ What words best describe Fluffy? (Have students choose among a few selected words from the text.) ▪ How are Fluffy and Hippo *similar* and *different*? (Use a graphic organizer as needed.) (L.K.6) ▪ How are Fluffy's experiences similar to or different than Chrysanthemum's experiences? What experiences do they have in common? What experiences do they have that are different? (Use a graphic organizer as needed.) (RL.K.9) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[30] task. (W.K.7) o During the shared writing task, answer the following question: Do you agree with Fluffy's parents? Is Fluffy the best name for him? What name is the best name for Fluffy? Why?

[30] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Ask students to name the text, state an opinion, and give a reason. (RL.K.1, RL.K.3, W.K.1, W.K.8) ○ Using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer), follow a process similar to the shared writing in Lesson 6. (W.K.5, W.K.6, SL.K.1a-b) • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. ○ Ask students to compose a response to the question "What is the best name for Fluffy? Why?" Students may rely on the model or write their own response. ○ **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
LESSON 7: *The Name Jar,* Yangsook Choi	**TEXT DESCRIPTION:** Unhei is attending a new school and is embarrassed by her name until her family and a new friend help her understand that her name makes her special and unique. **TEXT FOCUS:** This read-aloud text provides additional opportunities for students to explore their names and what makes them unique, while also building community and an appreciation for their differences. Engage students in asking and answering questions about the vocabulary, details, characters, and events of the text, including retelling the events of the story based on the illustrations and discussing how the characters interact and help Unhei appreciate her name. (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7)
LESSON 8: *A Porcupine Named Fluffy*, Helen Lester *The Name Jar,* Yangsook Choi *Chrysanthemum*, Kevin Henkes	**TEXT DESCRIPTION:** These texts focus on characters who come to appreciate their unique names and how their names set them apart from everyone else. **TEXT FOCUS:** These texts share similar ideas and themes even though the main characters are quite different. Students can continue to study the vocabulary, and then compare and contrast the texts. (RL.K.4, RL.K.9) **MODEL TASKS** **READ THE TEXTS:** • Word Work: ○ Divide the class into pairs. Ask each pair to illustrate the meaning of a word from the text by acting out the definitions (have students consider the following words from the three texts: *inquired*, *suggested*, *called*, *whispered*, *said/told*, *explained*, *replied/answered*, *asked*, *chanted*, *complained, argued*, or *shouted*). As needed, reread portions of the texts for students to determine the definitions in context. (RL.K.1, RL.K.4, SL.K.2) ○ As a class, determine the differences by discussing each pair's performance. (SL.K.1a-b, SL.K.4, SL.K.6, L.K.5d)

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

Reinforce understanding during Daily Five™ or literacy stations[31] by asking students to identify real-life connections between the words and their use by labeling places at school where people whisper, shout, ask, reply, chant, and call. (L.K.5c)
Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by each word when someone uses it during the week. (L.K.6)

UNDERSTAND THE TEXT:

Review the events of each text by reviewing story charts and retelling the main details. (RL.K.10) As a class, create a summary[32] of each text. A useful strategy for this is Somebody-Wanted-But-So:[33]
<table>
<tr><th>Somebody</th><th>Wanted</th><th>But</th><th>So</th><th>Then (optional)</th></tr>
<tr><td>Fluffy</td><td>To be fluffy</td><td>He was not fluffy</td><td>He tried to get fluffy</td><td>He met Hippo and realized his name was perfect</td></tr>
</table>

Model for students how to use a Venn diagram or other comparison graphic organizer to compare and contrast the experiences of Fluffy in A Porcupine Named Fluffy, Unhei in The Name Jar, and Chrysanthemum in Chrysanthemum. Use words from the word display during the discussion. (RL.K.2, RL.K.9, RL.K.10, SL.K.1b) What happens with each character that is similar? What happens with each character that is different? (RL.K.1, L.K.6)
Fluency: After reading these three texts as a whole class, place them in a classroom library for children to practice reading with understanding. (RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4)

EXPRESS UNDERSTANDING:

Shared Writing: Conduct a shared writing[34] task. (W.K.7)

Select a character from the text as a favorite character (try to select a character students are not likely to select on their own). (W.K.1, W.K.8)
Using a “shared pen” or “shared keyboard” technique, name the text and character, state an opinion, and give a reason. Follow a process similar to the shared writing exercise in Lesson 6. (W.K.5, W.K.6, SL.K.1a-b)

</td></tr>
</table>

[31] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading
[32] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[33] https://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html
[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Student Writing: Have students write independently or in pairs (depending on the developmental level of the students) in preparation for the Culminating Writing Task. o Ask students to select their favorite character from one of the three texts. o Have them draw a picture of the character, and write or dictate the name of the text, the name of the character, and one reason why they selected that character under the drawing (e.g., "The Name Jar. I like Joey. He is nice." or "Chrysanthemum. My favorite character is Mrs. Twinkle. She likes music." or "A Porcupine Named Fluffy. Fluffy is funny. He is my favorite.") (RL.K.1, RL.K.3, W.K.1) o Guide and support students in writing using upper- and lowercase letters and frequently occurring nouns and verbs, and producing, properly punctuating, and expanding complete sentences with correctly spelled words. (W.K.5; L.K.1a, b, f; L.K.2a, b, c) o The writings can then be shared with the class. Encourage students to use the word displays to assist them when they are writing, and support them in spelling simple words phonetically by drawing on knowledge of sound-letter relationships. (L.K.2d, L.K.6) • **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
LESSON 9: *We Are All Alike, We Are All Different*, Cheltenham Elementary School Kindergarteners	**TEXT DESCRIPTION:** This text, written by kindergarteners, highlights what is similar and different among people. **TEXT FOCUS:** This text reinforces the ideas explored in the unit. Continue to explore the vocabulary (e.g., *alike* and *different*), focusing on opposites, and build a high-frequency word display for students to use when they write. (RI.K.4, RF.K.3c) This text, being informational, also presents opportunities for discussing the roles of the author and illustrator and drawing comparisons between this text and *We're Different, We're the Same*. (RI.K.6, RI.K.9, RI.K.10) Students can identify the main topic and create class charts for recording and then discussing the similarities and differences between themselves and classmates in preparation for the summative tasks. (RI.K.1, RI.K.2, RI.K.4, L.K.6) **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task #2 and Culminating Writing Task
LESSON 10: *Andy (That's My Name)*, Tomie dePaola	**TEXT DESCRIPTION:** This text focuses both on names and on foundational skills, as the characters form different words with the letters in Andy's name. The content is suitable for assessing kindergarten students at this point in the year. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task

UNIT: *MAMA PANYA'S PANCAKES*

ANCHOR TEXT

Mama Panya's Pancakes, Mary and Richard Chamberlain (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *The Selfish Crocodile,* Faustin Charles
- *The Greedy Python,* Richard Buckley
- *Honey…Honey…Lion*, Jan Brett
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema

Informational Texts (Nonfiction)

- *Here Is the African Savanna*, Madeleine Dunphy

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *The Lion & the Mouse*, Jerry Pinkney (Wordless Picture Book)

UNIT FOCUS

Students read and retell stories and fables from Africa to determine how the actions of the characters teach lessons about how to act and how not to act. Students learn about various character traits and their antonyms while keeping track of academic vocabulary throughout the unit. Due to the repetition and rhyme of some of the texts, students work to engage with the reading of the texts while learning about the animals of the African savanna and how they interact. This unit connects to social studies and science.

Text Use: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters' actions and consequences

Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.10

Reading Foundational Skills:[1] RF.K.1a-c, RF.K.2a, RF.K.3a-c, RF.K.4

Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1a-d, f; L.K.2.a-d; L.K.4a-b; L.K.5.b-d; L.K.6

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Page 63: *Mama Panya's Pancakes* Unit Overview

Pages 64-68: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

Page 69: Instructional Framework

Pages 70-86: Text Sequence and Sample Whole-Class Tasks

[1] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Mama Panya's Pancakes Unit Overview

Unit Focus

- **Topics**: Character traits, African animals and habitat
- **Theme**: Stories teach us lessons about how to act and how not to act
- **Text Use**: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters' actions and consequences

Summative Unit Assessments

A culminating writing task:

- Identify characters and their actions in a story
- Draw an illustration
- Dictate or write a complete sentence

A cold-read task:

- Understand complex texts

An extension task:

- Determine character traits from the various stories
- Identify antonyms
- Illustrate the meaning of various adjectives
- Write complete descriptive sentences

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *Here Is the African Savanna* (sample tasks)
- Lesson 2: *Mama Panya's Pancakes* (sample tasks)
- Lesson 3: Pages 1-18 of *Mama Panya's Pancakes* (sample tasks)
- Lesson 4: *The Greedy Python*
- Lesson 5: *Mama Panya's Pancakes*
- Lesson 6: *The Selfish Crocodile* (sample tasks)
- Lesson 7: *The Lion & the Mouse* (sample tasks)
- Lesson 8: *Honey…Honey…Lion!* (sample tasks)
- Lesson 9: *Mama Panya's Pancakes* (culminating writing task)
- Lesson 10: (extension task)
- Lesson 11: *Why Mosquitoes Buzz in People's Ears: A West African Tale* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[2]

Have students respond to the following prompt: "The lesson of this story is about friendship and sharing. Review the chart with the characters and think about how they are friends and how they shared with each other in the story. Identify a character from the story. What did this person do to help his or her friends? Draw a picture of the character and what he or she did to help others. Write a sentence about your picture."

Teacher Notes:

- *Students are asked to identify a character and tell how that character helped other characters in the story. (RL.K.1, RL.K.3, W.K.2)*
- *Students should print many upper- and lowercase letters, use frequently occurring nouns and verbs, spell simple words phonetically, and use words from the word displays. (L.K.1a, b, c, f; L.K.2c, d; L.K.6) Students should also write or dictate a complete sentence. Provide sentence frames*[3] *for students who need help writing a complete sentence (e.g., "_____ [character's name] brought _____ [object] to _____ [verb] with others at the feast."). The sentences should be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: Character traits, African animals and habitat • **Theme**: Stories teach us lessons about how to act and how not to act • **Text Use**: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters' actions and consequences	This task assesses: • Identifying characters and their actions in a story • Drawing an illustration • Dictating or writing a complete sentence	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 **Express understanding of text:** • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

[2] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[3] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[4]

Read aloud[5] *Why Mosquitoes Buzz in People's Ears: A West African Tale* by Verna Aardema to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.[6] Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: "What does the mosquito do at the beginning of the text? What do his actions end up doing?" (RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6)
2. Ask the student: "How does the iguana respond to the mosquito?" (RL.K.1, RL.K.2, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6)
3. Ask the student: "Identify another character in the story other than the mosquito or iguana. What does the character do? Why?" (RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6)
4. Ask the student: "Who is the leader of the animal council?" (RL.K.1, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d)
5. Ask the student: "Describe the mosquito's actions. What does he teach you to do or not do?" (RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6)
6. Ask the student: "Why do mosquitos buzz in our ears?" (RL.K.1, RL.K.2, RL.K.3, SL.K.2, SL.K.6, L.K.1b, L.K.1d, L.K.6)
7. Provide the student with index cards with a word from the class character chart created throughout the unit written on each card. Give him or her a large, blank T-chart labeled "Adika" and "Mosquito." Ask the student to select the words that describe each character or his/her actions and place the words in the appropriate column on the chart. He or she can refer to the class chart as needed to support his or her answers. (RL.K.1, RL.K.9, W.K.8, SL.K.2, L.K.1b, L.K.1d, L.K.5b, L.K.6)

[4] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[5] If students are already reading, allow them to read the text. This should be based on individual student ability.

[6] Ensure that students have access to the printed text while testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: Character traits, African animals and habitat • **Theme**: Stories teach us lessons about how to act and how not to act • **Text Use**: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters' actions and consequences	This task focuses on: • Understanding complex texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 4 • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 11 (use this task)

EXTENSION TASK[7]

Create a class character book.

1. Divide the class into groups. Provide each group with a page template for the class book, similar to the following:

_____ was _____.	_____ was not _____.

2. Assign each group a character from one of the stories read in the unit.
3. Have each group complete the left side of the frame with a character's name and a trait (e.g., selfish, greedy, bossy). (RL.K.3, W.K.2) Have them complete the right side of the frame with the same character's name and the opposite trait. (L.K.5b)
4. Ask the groups to illustrate the character and the traits. (SL.K.5)
5. Provide each student with a similar frame focused on them. Ask the students to replace the blanks with their name and a trait and then its opposite and draw an illustration of each. (W.K.3)

[7] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

_____ is _____.	_____ is not _____.

6. Bind the pages and place the book in the classroom library for students to read. (RF.K.1a, RF.K.1c, RF.K.3b, RF.K.3c, RF.K.4)

Teacher Note: *If time allows, engage students in digitally publishing all or part of the class book. (W.K.6)*

- *Students should print many upper- and lowercase letters, use frequently occurring proper nouns and spell simple words phonetically. (L.K.1a, b, c, f; L.K.2c, d) Students should also write complete sentences. The sentences should be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: Character traits, African animals and habitat • **Theme**: Stories teach us lessons about how to act and how not to act • **Text Use**: Read and retell stories; identify characters, setting, and major events; understand academic vocabulary; write in response to texts; determine the lessons being taught based on characters' actions and consequences	This task focuses on: • Determining character traits from the various stories • Identifying antonyms • Illustrating the meaning of various adjectives • Writing complete descriptive sentences	**Read and understand text:** • Lesson 4 • Lesson 5 • Lesson 6 (sample tasks included) • Lesson 7 (sample tasks included) **Express understanding of text:** • Lesson 2 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 10 (use this task)

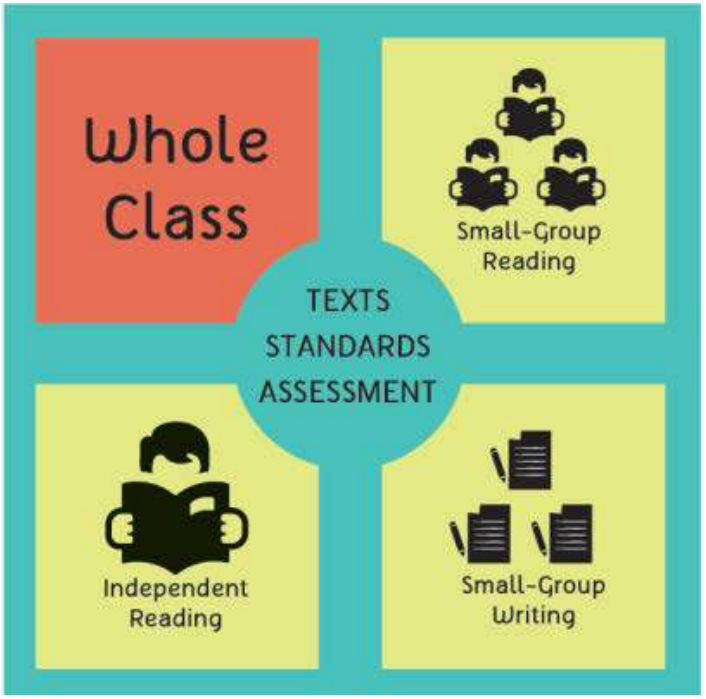
INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[8] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***



Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE

LESSON 1:[9]
 	
Here Is the African Savanna, Madeleine Dunphy
	TEXT DESCRIPTION: Through rhythm and rhyme, this text teaches how each part of the African savanna is connected to and reliant upon the others. Readers see how life on the savanna begins and ends with the grass that grows on the plain, as each page builds the poem by introducing a new animal or element of life on the savanna. The text reveals how the different animals interact with each other and with the land.
	
	TEXT FOCUS: The repetitive pattern of this text makes it suitable for helping students engage in the reading of the text after multiple readings. Students should identify the main topic as the African savanna and retell key details, such as what animals live on the savanna and how animals live on the savanna (RI.K.2). Students can also describe how the animals are all connected to each other and dependent on the grass on the savanna. (RI.K.3)
	
	MODEL TASKS
	
	LESSON OVERVIEW: Engage students in three readings of the text. As a class define key vocabulary and break apart the meaning of the text.
	
	READ THE TEXT:
	
	• First Reading: Read the text to students so they can hear the rhythm and repetition.
	• Second Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c)
	• Third Reading: This text is repetitive. Work with students to read words and phrases that repeat throughout the text. (RI.K.10)
	  o Divide the class into pairs.
	  o Assign each pair one of the following phrases. Write the phrase on a sentence strip for students.
	  ▪ "who eats the grass"
	  ▪ "who stalk the zebras"
	  ▪ "who watches the lions"
	  ▪ "which shades the giraffe"

[9] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	▪ "who sit in a tree" ▪ "dropped by the baboons" ▪ "who eat the pods" ▪ "who perch on the impalas" ▪ "who are groomed by the tick birds" ▪ "which is home to the hippos" ▪ "who drinks from the river" ▪ "that is food for the elephant" o Read pages 1-4 to students. Ask students, "What does the grass do on the plain? What causes it to change colors? What does the change in colors mean?" (RI.K.1, RI.K.2, RI.K.3, RI.K.8, SL.K.1b, SL.K.2, L.K.1d) o Read page 5 to students. Ask students, "Who eats the grass? Describe what you see in the illustration. Let's practice reading the phrase, 'who eats the grass.'" (RI.K.1, RI.K.2, RI.K.7, SL.K.1b, SL.K.2, L.K.1d) o Project or display the phrase, "who eats the grass" for students. Point to each word as you read it aloud. (RF.K.1a, c) Have the students read the phrase chorally with you. Practice reading it again together. Then ask which pair has the matching phrase on their sentence strip. Ask the pair to practice reading the phrase aloud. (RF.K.3a, b, c; RF.K.4) Support the pair as needed. o Reread page 5 and prompt the pair with the statement, "who eats the grass" to read aloud their statement. o Turn to page 7. Ask students, "Look at the illustration. What animal do you think the text is going to talk about next?" (RI.K.1, RI.K.7) Then read aloud page 7. Ask students, "What do the lions do on the African savanna? What does *stalk* mean?" Support students in understanding the meaning of the word in context by using the illustration and any prior knowledge about lion behavior. (RI.K.4, L.K.4a, L.K.5c, SL.K.1b, SL.K.2, L.K.1d) Refine student understanding of the word by asking them to act out the difference between *walk* and *stalk*. (L.K.5d) Add *stalk* to a vocabulary display[10] that students can rely on in their writing. (L.K.6) o Repeat the process used for "who eats the grass" with the statement "who stalk the zebras." Then reread page 7 aloud and have the pairs with "who stalk the zebras" and "who eats the grass" read aloud their statement.

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Continue this process for the remaining pages in the book until all pairs have had a chance to practice their part several times. • Fourth Reading: Read aloud the text as student pairs read their statements. Invite all students to read the last phrases ("that grows on the plain which turns green or brown depending on rain: Here is the African savanna") chorally. • Word Work: Build a high-frequency **vocabulary display**[11] **throughout the unit**. Add new high-frequency words in a similar format to the one described in the *Chrysanthemum* unit. Throughout the unit, support students in using the display when they read and write. (L.K.1a, L.K.1b, L.K.1e, L.K.2c, L.K.6) **UNDERSTAND THE TEXT:** • Class Discussion: Understand the connections between the various animals and their surroundings and engage students in a visual retelling of the text. (RI.K.2, RI.K.3) Create a chart of illustrations based on the book. (SL.K.5) ○ Create or locate several pictures of the animals mentioned in the text. ○ In the center of a large sheet of white paper (e.g., chart paper, white board, bulletin board paper, etc.), draw a picture of grass. Ask students, "Who eats the grass on the African savanna? Who can come up here and place a picture of the animals that eat the grass?" As needed, reread and project the last page of the text to remind students of the two animals mentioned in the text (elephants and zebras). Ensure that students select the appropriate animals. ○ Draw a river next to the grass. Ask, "What animals stay in or near the river? Who can come up and place a picture of the animals that stay in or near the water?" Reread and project the last page of the text to remind students of the two animals mentioned (elephants and hippos). Ensure that students select the appropriate pictures. ○ Draw a picture of a tree below the grass and the river. Ask students, "What animals use the tree?" Who can come up and place a picture of the animals that use the tree on the African savanna?" As needed, reread and project the last page of the text to remind students of the two animals mentioned in the text (baboons and giraffes). Ensure that students select the appropriate pictures. ○ Draw a picture of the pods on the ground underneath the tree. Ask students, "What animals eat the pods? Where do the pods come from? How do they get there? Who can come up here and place a picture of the animals that eat the pods and cause the pods to fall to the ground?" Reread and project the last page to remind students of the two animals mentioned (baboons and impalas). Ensure that students select the appropriate pictures.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Ask students, "What do the tick birds do? What do the lions do?" Have students act out the actions of those two animals, and then add their pictures to the class illustration in the appropriate place (e.g., tick birds on the impalas and the lions near the zebras). (RI.K.4, L.K.5d) ○ Once the illustration is done, ask students questions about the details. Use similar questions to the ones asked during the creation of the illustration. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, SL.K.1b, SL.K.4, SL.K.6, L.K.1d) ○ Display the illustration throughout the unit. **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a **shared writing**[12] task in which the class answers the question, "Why is the grass important on the African savanna?" (RI.K.1, RI.K.2, RI.K.3, W.K.2, W.K.7, W.K.8) ○ Have the class identify the topic and supply some information. ○ Guide the writing process while students write the parts they know using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer). (W.K.6) Demonstrate how to write the unknown parts of words. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example**,** the first sentence may be: "The grass is important because zebras eat it." Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying "Period." (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. For example, point to the high-frequency word *it* on the display, and have the students spell it while it is being written. (RF.K.3c, L.K.2c, L.K.6) Point to the words and read the entire response simultaneously with the students. ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students' names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) • **Note for Small-Group Writing:** If students need additional writing or grammar support, provide during small-group time.

[12] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 2: *Mama Panya's Pancakes*, Mary and Richard Chamberlain	**TEXT DESCRIPTION:** This is an African story from Kenya about a mom and her son who are planning to have pancakes for supper. On their way to market, Adika, the son, invites many different people from the village to come to dinner. Mama Panya does not know how she will feed all the people with the little money she has, but when the villagers arrive for dinner, they have brought food to share, making the meal a success. **TEXT FOCUS:** This text provides opportunities for students to identify characters and settings in the story. (RL.K.2, RL.K.3). **MODEL TASKS**[13] **LESSON OVERVIEW:** Students listen to the text read aloud, and then retell the story. They then explain how the characters change over the course of the text and respond in writing to a teacher-provided prompt. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the entire book without interruption. Only pause briefly to translate the words in Kiswahili. • Second Reading: Reread pages 1-4 to allow students to identify the setting and characters. Prompt students to look at the illustrations while you reread pages 1 and 2, and ask them to describe what they learn about the story from the illustrations. (RL.K.10) Sample questions: o Think about the title of the story and look at the illustrations or pictures on the first two pages of our story. What is the setting of this story? Where does it take place? (RL.K.1, RL.K.3, L.K.1d) o What do you see in the illustrations that gives you the evidence or proof that this story is set in a village in the country? What do you NOT see? How do you know by looking at the picture? (RL.K.7, L.K.1d) o Listen as I reread the first page of the story. What are the names of the first two characters in the story? Who are they? (RL.K.1, RL.K.3, L.K.1d) o How does Mama Panya feel at the beginning of the story? Think about the words in the story and look at the illustration. How do you know your answer is correct? (***Teacher Note:*** *If scaffolding is needed, first ask students: "How did Mama call Adika? What is the expression on her face?"*) (RL.K.1, RL.K.3, RL.K.7, L.K.1d, L.K.6) o What is Mama Panya doing when she *douses* the fire? How does she *douse* the fire? How do you know your answer is correct from the words in the story and the illustration? (RL.K.1, RL.K.4, RL.K.7, L.K.1d, L.K.6) o Why does Mama Panya have to hurry? What does it mean that Adika is *one step ahead* of her? (RL.K.1, RL.K.2, RL.K.4, L.K.1d, L.K.6)

[13] The lessons for *Mama Panya's Pancakes* are adapted from a lesson produced for the Read-Aloud Project.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>EXPRESS UNDERSTANDING:
Class Discussion: Create a class chart of all the characters studied throughout the unit. Leave room to describe/draw pictures about the characters. Fill in the first two rows for Mama Panya's Pancakes.
<table>
<tr><th>Character</th><th>Text Title</th><th>Drawing or Description</th><th>Action(s)</th></tr>
<tr><td>Mama Panya</td><td></td><td></td><td></td></tr>
<tr><td>Adika</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>LESSON 3:

Pages 1-18 of Mama Panya's Pancakes, Mary and Richard Chamberlain</td><td>TEXT DESCRIPTION: This is an African story from Kenya about a mom and her son who are planning to have pancakes for supper. On their way to market, Adika, the son, invites many different people from the village to come to dinner. Mama Panya does not know how she will feed all the people with the little money she has, but when the villagers arrive for dinner, they have brought food to share, making the meal a success.

TEXT FOCUS: This subsequent reading of the text provides students with the opportunity to ask and answer questions about key events (e.g., when Mama Panya sits on the way to the market and when Adika and Mama Panya are at the market). Students can identify how the characters interact with each other and what traits can be used to describe the characters during the various events. (RL.K.1, RL.K.3)

MODEL TASKS

LESSON OVERVIEW: Students will listen to the text read aloud, and then retell the story. They then explain how the characters change over the course of the text and respond in writing to a teacher-provided prompt.

READ AND UNDERSTAND THE TEXT:
Third Reading: Reread pages 1-18 of Mama Panya's Pancakes aloud to students.
Class Discussion: Lead a sequencing activity using illustrations from the text. (RL.K.2)
Divide the class into pairs and provide each pair with a set of the illustrations from pages 1-18 of the text.
Ask the pairs to place the illustrations in the order they happen in the text. (SL.K.1a)
Prompt each pair to combine with another pair to form a group of four. Ask them to compare their orders and determine the correct order. (SL.K.1b) Reread the text aloud for the groups to check their illustrations. (RL.K.7)</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	○ Rotate around the room, asking each group to take turns retelling the events of the story based on the illustrations. (SL.K.6) For each illustration presented, have the groups identify the characters, setting, and event. (RL.K.3) Prompt the other groups to support any groups who need help or may have the illustrations out of order by asking them questions such as, "Is this the next event in the text? How do we know the illustration is (or is not) correct?" (SL.K.2, SL.K.3) • Word Work: Work with the language of the text for students to understand the meaning of the academic vocabulary. (RL.K.1, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d, L.K.6) ○ Project the phrase "a little bit and a little bit more." Work with students to read the phrase and discuss what it means. (RL.K.2, RL.K.4, RF.K.1a-c, RF.K.3c) ○ Reread sections of *Mama Panya's Pancakes* that contain the phrase. Ask students: "Why does Adika keep saying 'a little bit and a little bit more'? What is the problem? Why is Mama Panya worried? Why does Mama Panya frown when she thinks about the two coins she is bringing to the market? What does Adika keep doing?" (RL.K.2) ○ Select academic vocabulary in the text (e.g., *bare*, *storing*, *spotted*, *whisking*, *stretch*, and *feast*). Display the words on individual cards, sentence strips, a white board, or by highlighting or circling the word in the projected text. ○ Ask students questions about the academic vocabulary in the text: ▪ "A zebra is *striped*. A cheetah is *spotted*. What does the following sentence mean? 'Adika spotted his school friend Gamila at her plantain stand.' Does it mean that Adika placed spots on Gamila? Let's look at the illustration. Where is Adika? Where is Gamila? What is Adika doing? How else can you use the word *spotted*? Let's use the word in our own sentence." Prompt students to create a sentence with *spotted* related to their real life. (RL.K.4, RL.K.7, L.K.4a, L.K.5c) ▪ "When Adika spots Gamila, why does Mama Panya 'shoot a stare' at Adika? How does Mama Panya feel? Show me how Mama looks. What does it mean that she *whisks* Adika away?" (RL.K.4, L.K.5c, L.K.5d) ▪ "*Stretch* can mean to 'make do' when you don't have enough of something. What did Adika tell Mama to stretch? Why does Mama have to stretch the flour? What else can *stretch* mean? How are the meanings similar and different?" (RL.K.2, RL.K.4, L.K.4a, L.K.5c, L.K.5d) ○ Display the words on a chart or bulletin board, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) • Fourth Reading: Reread pages 1-18 of *Mama Panya's Pancakes* aloud to students. ○ Add characters introduced in these pages to the class chart begun in Lesson 2. (RL.K.1, RL.K.3, L.K.1b)

TEXT SEQUENCE	TEXT USE
	○ Ask students: "How does the setting change on page 13? Where are Mama and Adika now? What do we see in the illustration, and what did we read in the story to give us clues about the place?" (RL.K.3, RL.K.7, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ○ After reading pages 15-16, ask students: "Why do you think Mama told Adika to sit down while she went to get flour?" (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ○ Ask students: "What ingredients does Mama Panya place in her pancakes? Why do you think Bwana Zawenna give Mama an extra cup of flour?" (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) ○ After reading page 18, ask students: "When Adika says, 'Leave it to me Mama; I'll get a good one.' and Mama replies, 'No Adika!' what do you think Mama expects Adika to do?" (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[14] task in which the class answers the question, "What is the problem in *Mama Panya's Pancakes*? How do you think Mama Panya and Adika will solve their problem?" (RL.K.1, RL.K.2, W.K.1, W.K.7, W.K.8) ○ Guide the writing process while students write the parts they know. Using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the word display. (L.K.6) ○ Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students' names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) • Student Writing: Have students independently create an illustration to support the shared writing response. (SL.K.5)

[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 4: *The Greedy Python,* Richard Buckley	**TEXT DESCRIPTION:** Through rhythm and rhyme, the story tells about a python living in a jungle who eats everything he comes across, including a leopard, a buffalo, and an elephant. When the animals begin to move around in his stomach, the python gets sick, and he coughs all the animals out. The python does not learn his lesson, and in the end, eats himself when he thinks his own tail is lunch. **TEXT FOCUS:** Have students work to recognize and produce rhyming words by projecting the text and covering the second word in a rhyming pattern with a sticky note or an index card. Pause before reading the word and prompt students to say, spell, and write the rhyming word. (RF.K.1b, d; RF.K.3a, b, d) Read the word aloud as a class, identify its rhyming word in the text, and reread the sentences that contain the full rhyming pattern. (RF.K.2a) Use this text for students to work collaboratively to identify characters and settings, and retell the major events of the story. (RL.K.2, RL.K.3, W.K.2). Have students ask and answer questions about unknown words, phrases, and key events (e.g., when Python is described as having a monstrous appetite, when he eats the elephant, when he coughs up the animals, and when he begins to eat himself) and record Python and his actions on the chart begun in Lesson 2. (RL.K.1, RL.K.3, RL.K.4) By engaging with this text, students gain an understanding of greed and its negative consequences. Students can compare and contrast Adika's actions (e.g., inviting everyone he sees to join them for dinner) with the python's actions (e.g., being so greedy he disappeared) and work to describe their actions using antonyms that can be added to the vocabulary display.[15] (RL.K.9, RL.K.10, L.K.5b, L.K.6)
LESSON 5: *Mama Panya's Pancakes*, Mary and Richard Chamberlain	**TEXT DESCRIPTION:** This is an African story from Kenya about a mom and her son who are planning to have pancakes for supper. On their way to market, Adika, the son, invites many different people from the village to come to dinner. Mama Panya does not know how she will feed all the people with the little money she has, but when the villagers arrive for dinner, they have brought food to share, making the meal a success. **TEXT FOCUS:** This subsequent reading of the text provides students with the opportunity to ask and answer questions about key events (e.g., when the villagers come to Mama Panya's house). Students can identify how the characters interact with each other and what words can be used to describe the characters and their actions during the various events by recording information on the chart begun in Lesson 2. (RL.K.1, RL.K.3) Students should understand and describe through drawing, dictating, or writing how sharing was the reason that Mama Panya was able to feed everybody. (L.K.6)
LESSON 6: *The Selfish Crocodile*, Faustin Charles and Michael Terry	**TEXT DESCRIPTION:** This story tells about a crocodile who does not allow any animals to be at the river, saying it is all his. He scares all the other animals away so that they never come near him. The crocodile then has a toothache, and no animal will come to help except a little mouse. The mouse helps the crocodile by taking out his tooth, and the crocodile brings him a nut as a thank-you. In the end, the crocodile and mouse become best friends, and the crocodile lets other animals come to the river.

[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	TEXT FOCUS: Use this text for students to work collaboratively to identify characters and settings, and retell the major events of the story. (RL.K.2, RL.K.3, W.K.2). Students will ask and answer questions about key events (e.g., when the crocodile scares all the animals away, when the animals do not want to help the crocodile, when the mouse comes to the crocodile's aid, when the crocodile gives the mouse the nut, and when the crocodile invites the other animals to the river). By engaging with this text, students can gain an understanding of selfishness and its consequences. (RL.K.1, RL.K.3, L.K.6) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud, and then ask and answer questions about the setting, characters, and events of the text. Students retell the text with a partner, and then complete the character chart begun in Lesson 2. Finally, students engage in a shared writing task and then in paired writing in response to the text. **READ THE TEXT:** • First Reading: Read the text to students without interruption. Allow students to view the illustrations while reading. • Second Reading: Reread the text and stop at various points for students to ask and answer questions. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) Sample questions: o Where does this story take place? (RL.K.3, RL.K.7) o How is the crocodile selfish? What could he do differently not to be selfish? (RL.K.4, L.K.5b) o How do the animals respond to the crocodile's selfishness? (RL.K.2, RL.K.7) o What happens to the crocodile? (RL.K.2) o Why don't the animals "get too close" to or try to help the crocodile when he is in pain? (RL.K.2) o "What causes the crocodile to change his mind about letting other animals in the river? (RL.K.2) • Third Reading: Have students work collaboratively to retell the major events of the story using the illustrations. o Divide the class into pairs. o Reread the first page of the text and display the illustration. o Project the next illustration and have pairs take turns sharing what happens in the story. (SL.K.1a-b, SL.K.4, SL.K.6) o Reread the text after students have had a chance to share with their partner. o Ask each pair to discuss how well they retold each event based on the illustrations. (SL.K.3, SL.K.4)

TEXT SEQUENCE	TEXT USE
	UNDERSTAND THE TEXT: • Class Discussion: Continue creating a class chart of the characters in the unit using the chart begun in Lesson 2. Focus on the crocodile and the mouse in this text. Then discuss the various traits that describe the characters and their actions (e.g., selfish, scared, generous, brave, clever, helpful) (RL.K.3, RL.K.9) Focus students on understanding how the crocodile learned his lesson, which resulted in a change in his behavior/actions. **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[16] task in which the class answers the question, "How are the python and the crocodile alike and different?" o Have the class identify the topic and supply some information. (RL.K.1, RL.K.3, RL.K.9, W.K.2, W.K.7, W.K.8) o Guide the writing process. Using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6) o Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. o During the shared writing activity, model the use of the word display. (L.K.6) o Study the response. Ask students to find capital or lowercase letters, identify the letters that relate to the students' names, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students) using a combination of drawing, dictating, and writing. o Ask students to compose a response to the following prompt: "Describe how the crocodile is at the beginning of the story and how he is at the end of the story. What causes him to change?" (W.K.1) o Ensure students use at least one word from the vocabulary display and print many upper- and lowercase letters, use frequently occurring noun and verbs, and spell simple words phonetically. (L.K.1a, b, c, f; L.K.2c, d) The sentences should be capitalized and punctuated correctly. (L.K.2a, b)

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Provide **sentence frames**[17] for pairs who need help writing complete sentences (e.g., "At the beginning of the story, the crocodile is _____. At the end of the story, the crocodile is _____. _____ makes the crocodile change. The mouse is _____."). ○ Ask students to share their sentences with the class. (**SL.K.4**, **SL.K.6**) • **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
LESSON 7: *The Lion & the Mouse*, Jerry Pinkney	**TEXT DESCRIPTION:** The classic Aesop's Fable, "The Lion and the Mouse" is told through detailed illustrations and onomatopoeia. Without using text, this story tells how a lion decides to not eat a mouse one day. The mouse saves the lion's life later in the story, when the lion is caught in a net by hunters. At the heart of this story is the idea that somebody little can help somebody big. **TEXT FOCUS:** Use this text for students to identify characters, the setting, and events such as a problem and a solution. (**RL.K.3**, **RL.K.5**) Students can ask and answer questions about key events (e.g., when the lion decided not to eat the mouse and how the mouse helped the lion) to understand how being clever and helpful can be more valuable than being strong, big, or powerful. (**RL.K.1**, **RL.K.2**, **RL.K.7**). **MODEL TASKS** **LESSON OVERVIEW:** Students "read" the text by using the illustrations to describe the events of the text. Then they work with a partner to retell the events of the text and illustrate the beginning, middle, and end of the text. Students discuss the traits of the characters and compare the mouse to the mouse from *The Selfish Crocodile*. The lesson concludes with students reviewing the text to locate evidence to support their understanding of onomatopoeias in the text. **READ AND UNDERSTAND THE TEXT:** • Pre-Reading: Ask students, "How can pictures tell a story? What can we learn by looking at a picture?" • First Reading: Have students view the illustrations in the text. Ask students to describe what is happening in each illustration. Prompt them to look for clues in the illustrations and explain what is happening in the story. Tell the story as a whole class. • Second Reading: Divide the class into pairs. Have students retell the story to a partner while displaying the illustrations. (**RL.K.1**, **RL.K.10**, **SL.K.1a-b**, **SL.K.2**, **SL.K.4**, **SL.K.6**, **L.K.1d**)

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

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<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
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o If pairs need help, prompt their thinking by asking questions, such as:[18]

When does this story take place? How do you know? (RL.K.3, RL.K.7)
What problem does the mouse get into at the beginning of the story? (RL.K.2)
How does the mouse feel when the lion catches him? How do you know? What does the lion do? Why do you think the lion lets the little mouse go? (RL.K.3, RL.K.7, L.K.1b, L.K.6)
Where does the mouse go after he is let go? What do you think the mouse tells his friends? (RL.K.2, L.K.1b, L.K.6)
What happens to the lion? What does the mouse do? Why do you think the mouse helps the lion? (RL.K.2)
How does the lion feel when the mouse rescues him? How do you know? (RL.K.3, RL.K.7, L.K.1b, L.K.6)
Why do you think the mouse keeps a rope knot?
What can we learn from reading The Lion & the Mouse? (RL.K.2)

Student Practice: Ask students to draw pictures to summarize the events in the story.

<table>
<tr><th>Beginning</th><th>Middle</th><th>End</th></tr>
<tr><td></td><td></td><td></td></tr>
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Class Discussion: Continue creating a class chart of the characters in the unit using the chart begun in Lesson 2. Focus on the lion and the mouse in this text. Then discuss the various traits that describe the characters and their actions (e.g., powerful, scared, kind, helpful, proud, etc.) (RL.K.3, RL.K.9, L.K.1b, L.K.6) Focus students on comparing and contrasting the actions of the mouse in The Selfish Crocodile and the mouse in The Lion & the Mouse. How are their actions similar or different? What traits do the mice share?

EXPRESS UNDERSTANDING:

Independent Writing: Ask students how they know what the illustrator “says” without using words. Then explain how there are a few words on the pages to represent sounds in the text. Ask students to use their copy of the text to locate

</td></tr>
</table>

[18] Questions adapted from http://www.hachettebookgroup.com/_assets/books/educatorguides/PR1245_%20TheLion&theMouse_EG.pdf

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>and draw a picture of the animal or object that makes the sound. (RL.K.3; RF.K.1b, d; RF.K.3a-b; SL.K.5)

<table><tr><th>Sound</th><th>Source</th></tr><tr><td>Who Who Whoooo</td><td></td></tr><tr><td>Screeeech</td><td></td></tr><tr><td>Grrr</td><td></td></tr><tr><td>Squeak</td><td></td></tr><tr><td>Putt-putt-putt</td><td></td></tr><tr><td>Roarrrrr</td><td></td></tr><tr><td>Scratch scratch</td><td></td></tr></table></td></tr>
<tr><td>LESSON 8:

Honey…Honey…Lion!, Jan Brett</td><td><u>TEXT DESCRIPTION</u>: This story is based on truth and legend and comes from an oral tradition. In Africa, the honeyguide bird and the honey badger are partners. The honeyguide finds the honeycomb, the honey badger opens it with its strong claws, and together they enjoy the sweet treat. On the day that honey badger changes his mind about sharing, the honeyguide teaches him a lesson he will never forget.

<u>TEXT FOCUS</u>: Through the use of descriptive words, onomatopoeia, and other literary techniques, the author entertains while conveying a lesson about selfishness and greed.

<u>MODEL TASKS</u>

LESSON OVERVIEW: Engage students in two readings of the text. Students build in their class character chart. Have students order the events of the text. Complete the lesson with a writing prompt having students describe the actions of the main character.</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	READ THE TEXT: • First Reading: Have students read the title and author of the story. (RL.K.6) Then read aloud the story. Prior to the climax when the lion is revealed, ask students what they think is behind the flap. (RL.K.10) Then read the remaining portion of the story without interruption. • Second Reading: Divide the students into small groups and assign each group one of the sounds made by honeyguide and the honey badger (e.g., pitter, patter, splish, splash, sprong, boom, clickety-clack, swish). o Write the word(s) on a sentence strip. o Project the words and ask which group has the sound. Work as a class to read the words aloud. Then have the group practice reading the word(s) on their own. (RF.K.1b, d; RF.K.3a-b, RF.K.4) o Read aloud the story and prompt each group to recite their sound at the appropriate place. Students may also use a gesture or motion to accompany their word. o At the climax of the story, prompt all groups to read "Lion, Lion, Lion!" with expression. **UNDERSTAND THE TEXT:** • Class Discussion: Reread the text, stopping at various points for students to ask and answer questions. (RL.K.1, SL.K.1a-b, SL.K.2, SL.K.6, L.K.1d) o Ask students: "When the text says, 'Together they share the sweetness,' what is the *sweetness*?" (RL.K.4, L.K.4b) o Ask students: "Describe how the honeyguide and the honey badger are partners." (RL.K.1, RL.K.3) o Ask students: "What causes the honeyguide to be in a major rage?" (RL.K.2, RL.K.4) o Choose a character trait that describes the honey badger. Explain why you chose that character trait using an event from the story. (RL.K.3, L.K.6) o Demonstrate the differences between the various ways the honeyguide and the honey badger travel across the African savanna (e.g., *zigzagged, paddled, glided, scrambled, bounced, stomped, flitted, traipsed, charged, dashed*). (L.K.5d) o Add the words to a vocabulary display[19] for students to use in their writing. (L.K.6)

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Student Practice: Ask students to work to understand the text through speaking and writing. o Continue creating a class chart of the characters in the unit using the chart begun in Lesson 2. Focus on the honey guide and the honey badger in this text. Discuss with students: "How are the honey badger's actions similar to or different from those of the crocodile and the python? How is what happens to each character similar? What does this teach us about how we should or shouldn't act?" (RL.K.1, RL.K.2, RL.K.3, RL.K.9) o Explain that the book uses descriptive words to help readers "see" how the honey badger is feeling. Project or display the following phrases: "his tummy almost touching the ground," "his tummy flat as a pancake," "snoring and hiccupping from his big meal." Ask students to act out and discuss phrase meanings. (RL.K.4, SL.K.4, L.K.5d) o Make a set of cards with action steps. Mix them up and ask student pairs to arrange them in the correct order of the text. Display the illustrations to support students in sequencing the events. (RL.K.2, SL.K.1a-b) (**Teacher Note:** Prompt students to recognize that the order reverses when the lion is chasing the honey badger.) ▪ Badger in burrow ▪ Pitter patter over roots ▪ Splish splash through water hole ▪ Sprong over termite mounds ▪ Boom boom along log ▪ Clickety-click through papyrus ▪ Swish swish through grass ▪ Lion! **EXPRESS UNDERSTANDING:** • Independent Writing: Have students use a combination of drawing, dictating, and writing to respond to the following prompt: "Identify a character in the story. What is one thing this character does in the text?" (RL.K.3, W.K.2) o Ensure use of words from the vocabulary display, frequently occurring nouns and verbs, and spell simple words phonetically. (L.K.1a, b, c, f; L.K.2c, d) Sentences should be capitalized and punctuated correctly. (L.K.2a, b)

TEXT SEQUENCE	TEXT USE
	o Provide **sentence frames**[20] for pairs who need help writing complete sentences (e.g., "A character in *Honey…Honey…Lion!* is _____. _____ [character's name] _____ [action] in the story."). • **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
LESSON 9: *Mama Panya's Pancakes*, Mary and Richard Chamberlain	**MODEL TASK** **SAMPLE SUMMATIVE TASK: Culminating Writing Task**
LESSON 10:	**MODEL TASK** **SAMPLE SUMMATIVE TASK: Extension Task**
LESSON 11: *Why Mosquitoes Buzz in People's Ears: A West African Tale*, Verna Aardema	**TEXT DESCRIPTION:** This West African Tale explains why mosquitoes buzz. The tale starts with the mosquito annoying an iguana, who then puts sticks in his ears so he doesn't have to listen to the mosquito anymore. This sets off a chain of events as different animals react to each other, ending with one of Mother Owl's owlets falling from the nest and dying. In Mother Owl's grief, she will not wake the sun. A council, headed by King Lion, is called to figure out who is responsible for killing Mother Owl's owlet. As the story is traced back, the mosquito is found to be responsible. Now, the mosquito buzzes in ears because he is asking to see if everyone is still mad at him. **MODEL TASK** **SAMPLE SUMMATIVE TASK: Cold-Read Task**

[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

UNIT: *THE YEAR AT MAPLE HILL FARM*

ANCHOR TEXT

The Year at Maple Hill Farm, Alice and Martin Provensen (Informational)

RELATED TEXTS

Literary Texts (Fiction)

- "Something Told the Wild Geese," Rachel Field (Poem)
- *The Mitten*, Jan Brett

Informational Texts (Nonfiction)

- "Change Is in the Air" from *National Geographic Young Explorer*, March 2012, pages 11-15
- *What Do Animals Do in Winter?: How Animals Survive the Cold*, Melvin Berger, Gilda Berger, and Susan Harrison
- *Animals in Winter*, Henrietta Bancroft and Richard G. Van Gelder

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "Four Seasons" (Video)

UNIT FOCUS

Students learn about change over the course of a year, investigating and exploring the four seasons and what the changing seasons mean for humans and animals. They learn about animal behavior and patterns during the seasons, focusing on winter. After engaging with a variety of sources, including videos, poems, literary, and informational texts, students describe the connection between ideas to explain how humans and animals work and play differently during the seasons. This unit connects to social studies and science.

Text Use: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained

Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading Foundational Skills:[1] RF.K.1a-c; RF.K.2a, d; RF.K.3a-c; RF.K.4

Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-d, L.K.6

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Pages 95-110: Text Sequence and Use for Whole-Class Instruction

[1] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

The Year at Maple Hill Farm Unit Overview

Unit Focus

- **Topic**: Seasons and animal behavior
- **Themes**: How animals and humans react differently to the changing seasons
- **Text Use**: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained

Summative Unit Assessments

A culminating writing task:

- Demonstrate knowledge gained from various texts
- Write complete sentences about a topic

A cold-read task:

- Understand complex texts

An extension task:

- Engage in shared research
- Write about knowledge gained from texts

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: "Change Is in the Air" from *National Geographic Young Explorer* (sample tasks)
- Lesson 2: "Four Seasons"
- Lesson 3: *The Year at Maple Hill Farm* (sample tasks)
- Lesson 4: *What Do Animals Do in Winter?: How Animals Survive the Cold* and pages 1-5 of *The Year at Maple Hill Farm*
- Lesson 5: *The Year at Maple Hill Farm* (sample tasks)
- Lesson 6: Pages 16-25 of *The Year at Maple Hill Farm*, "Something Told the Wild Geese," and pages 5-17 of *What Do Animals Do in Winter?: How Animals Survive the Cold* (sample tasks)
- Lesson 7: *The Year at Maple Hill Farm* (sample tasks)
- Lesson 8: *Animals in Winter* (cold-read task)
- Lesson 9: *The Mitten* and *What Do Animals Do in Winter?: How Animals Survive the Cold* (culminating writing task)
- Lesson 10: Various texts from the unit and for research (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[2]

Have students respond to the following prompt: "Choose an animal. Draw what happens before winter, during winter, and after winter for this animal. On each picture write (label) what the animal is, write where the animal is, and use a word to describe the action of the animal." (RI.K.1, RI.K.3, RI.K.9, SL.K.5)

Then ask students to dictate or write one to two sentences for each picture: "Underneath each picture, explain what the animal is doing in each illustration." (W.K.2, W.K.8)

Teacher Note:

- *Students will apply knowledge learned about animal behaviors during winter from read-aloud texts and other sources to describe an animal's behavior. (W.K.8)*
- *Students are asked to demonstrate understanding of terminology (e.g.,* hibernate*,* migrate*, or* hunt*) by selecting an animal and describing the activities in which that animal engages. They must name and draw the animal before, during, and after winter to demonstrate understanding of the seasons and include related words and details through labeling. They must also dictate or write at least three complete sentences. The completed writing should use words from the word displays. (L.K.6)*
- *Provide students with a frame for their drawings:*

Before Winter	During Winter	After Winter
What is the animal doing? _____ _____ _____	**What is the animal doing?** _____ _____ _____	**What is the animal doing?** _____ _____ _____

[2] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. Provide sentence frames[3] for students who need help writing complete sentences (e.g., "The _____ (animal name) _____ (what the animal does) before winter."). The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Seasons and animal behavior • **Themes**: How animals and humans react differently to the changing seasons • **Text Use**: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained	This task assesses: • Demonstrating knowledge gained from various texts • Writing complete sentences about a topic	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 • Lesson 7 (sample tasks included) **Express understanding of text:** • Lesson 6 (sample tasks included) • Lesson 9 (use this task)

[3] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[4]

Read aloud[5] *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.[6] Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: "In the beginning of the text, what season is it? How do you know?" (RI.K.1, RI.K.7, SL.K.2, SL.K.6) (**Teacher Note:** As needed, provide students with the page numbers (pages 4-7) and have them skim through the illustrations.)
2. Ask the student: "Why does the woodchuck eat so much in the fall?" (RI.K.1, RL.K.8, SL.K.2, SL.K.6, L.K.1d)
3. Ask the student: "How is the pika different than the woodchuck?" (RI.K.1, RI.K.2, RI.K.3, SL.K.2, SL.K.6, L.K.1d)
4. Ask the student: "Draw a picture of an animal that goes in each of the following categories." (RI.K.3, W.K.2, SL.K.2, SL.K.5, SL.K.6, L.K.5a)

Hibernate	Migrate	Hunt

5. Ask the student: "Why is it important to continue feeding birds and wild animals in the winter?" (RI.K.1, RI.K.3, RI.K.8, SL.K.2, SL.K.6, L.K.1d)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Seasons and animal behavior • **Themes**: How animals and humans react differently to the changing seasons • **Text Use**: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained	This task focuses on: • Understanding complex texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 **Express understanding of text:** • Lesson 7 (sample tasks included) • Lesson 8 (use this task)

[4] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[5] If students are already reading, allow them to read the text. This should be based on individual student ability.

[6] Ensure students have access to the printed text while testing.

EXTENSION TASK[7]

Create a class chapter book, *The Seasons*.

- Chapter 1: Information about the Seasons

  Investigate the seasons through shared research. Gather simple facts learned as a class from the anchor text, related texts, and additional research using the Internet. (RI.K.10, W.K.7, W.K.8) Have students select the facts and dictate which facts to include. Ensure students use words from the vocabulary display. (L.K.6) A possible text for additional research is "The Seasons of Farming" from Core Knowledge. This text can be accessed through Domain 5 of Core Knowledge Kindergarten, Listening and Learning Strand Read-Aloud Anthology (pages 82-91).[8]

- Chapter 2: Our Favorite Activities in the Seasons

  Survey the class to find out their favorite things to do during each season. (SL.K.4, SL.K.6) Record the results and graph the various activities to see which ones are the most popular and least popular in each season. Then have students choose their favorite activity from each season. Have students select a season and write their opinion in a complete sentence. Provide a sentence frame[9] as needed (e.g., "In _____ (season), I like to _____ (activity)."). (W.K.1) Ask students to draw a picture to support their sentences. (SL.K.5) Provide at least one page per season. Include the various sentences and pictures about activities during each season.

- Chapter 3: Seasonal Poetry

  Have students each write a poem about their favorite season, using dictation or writing. (W.K.3) Ensure they describe the season using their five senses and include language from the vocabulary display.

Then bind the book and place it in the classroom library for students to read. (RF.K.1a, RF.K.1c, RF.K.3b, RF.K.3c, RF.K.4)

Teacher Note: *If time allows, engage students in digitally publishing all or part of the class book. (W.K.6)*

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

[7] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[8] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

[9] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Seasons and animal behavior • **Themes**: How animals and humans react differently to the changing seasons • **Text Use**: Vocabulary and language development, gaining information through texts to build knowledge about a topic, verifying and connecting ideas between texts, writing about knowledge gained	This task focuses on: • Engaging in shared research • Writing about knowledge gained from texts	**Read and understand text:** • Lesson 2 • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 **Express understanding of text:** • Lesson 1 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[10] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[11] "Change Is in the Air" from *National Geographic Young Explorer*, March 2012, pages 11-15	**TEXT DESCRIPTION:** This informational text uses engaging photographs and simple sentences to introduce the seasons and describe how animals and plants react to the changing of the weather. **TEXT FOCUS:** This text is connected to the unit because it introduces seasons and explains how animals are affected by the changing of the weather. This text contains several engaging photographs with matching text that will provide clear understanding of what each season looks like and how animals and humans interact with the season. This text begins the unit by establishing a clear idea of the four seasons and beginning to establish how animals react to them—which will be covered in more depth by the anchor and other texts in the unit. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to "Change Is in the Air" as it is read aloud once. Students complete a chart that includes how the season feels and what the plants and animals are doing. Students fill in the blanks using words from the text to create a sentence to match each season. Students create picture representations that match the sentences. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the text to students. • Second Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c) • Word Work: Build a high-frequency vocabulary display[12] throughout the unit. o Ask students, "Who can come frame the word *can*?" Have a volunteer frame (circle, highlight, use Wikki Stix) *can*. Then read the rest of the text aloud as students follow along. While reading, ask students to indicate when another instance of *can* appears in the text. (RF.K.1b, RF.K.3c) o Add *can* and other high-frequency words from the text (e.g., *how*, *we*, *in*, *are*, *the*) to the high-frequency word display if they have not already been added from a previous unit. o When adding words to the display, work with students to understand how the words function in the sentences of the text. For example, *in* tells us that something is happening during the season when the text says, "In spring" or "In winter," etc. (L.K.1b-e)

[11] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[12] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Divide the class into pairs or groups. Provide each pair with one high-frequency word written on an index card. ○ Ask each pair or group to create an original sentence orally using the word they are assigned. (SL.K.1a, SL.K.3) ○ Then have each pair or group share their sentence with the class, displaying the high-frequency word when it is used. (RF.K.3c, SL.K.1b, SL.K.4, SL.K.6) ○ While pairs share their sentences, write them on the board or on chart paper, or project them using a document camera. Ask the class to direct the writing of the sentence by indicating which letters to capitalize, naming end punctuation, spelling the high-frequency words, etc. (RF.K.1b, RF.K.3a, L.K.1a-f, L.K.2a-d) Depending on student ability, engage students in "sharing the pen" or keyboard, in which students write the parts they know and the teacher fills in the rest. (W.K.6) ○ Continue to build the display with words from other texts in the unit that have not previously been added. ○ Throughout the unit, support students in using the display when they read and write. (L.K.1a, L.K.1b, L.K.1e, L.K.2c, L.K.6) • **Note for Small-Group Reading:** Provide practice with high-frequency words during foundational skills instruction. • Third Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c) • Class Discussion: Create a class Seasons Chart of the climate and behavior of living things during each season. ○ Label four pieces of chart paper with each season (Winter, Spring, Summer, Fall) to create a class chart. Provide students with a piece of legal-sized paper with four columns to create their individual charts. ○ Read each page of the text aloud and record details for each season by asking students, "What season did we just read? What did the text say the animals are doing?" Make sure to record the text title for each detail on the class chart, as students will refer back to these details and texts throughout the unit. ○ Prompt students to record their notes in drawings and/or using words (depending on student ability). Then work with each student to write the season's name at the top of each corresponding square. • Word Work: Build a vocabulary display[13] for nouns (people, places, things, ideas), verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6)

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Organize the display with the headings "NOUNS," "VERBS," "ADJECTIVES" so students can sort the words according to their categories. (L.K.5a) o Ask students to look at their notes, the class notes, and the text to identify all the words used to refer to people, places, things, or ideas. Work as a class to identify the main nouns (e.g., *seasons*, *flowers*, *animal*/*animals*, *babies*, *plants*, *insects*, *leaves*) in the text and add them to the vocabulary display. (L.K.1b, c) o Then explain to students that verbs are action words that say what something is doing. Work as a class to identify the verbs (e.g., *change, bloom, born, feels, grow, get, play, fall*) and add them to the vocabulary display. o When talking about fall, discuss the difference between the season and the verb. Discuss how sometimes the same words can have different meanings depending on how the word is used in a sentence. o Project the following sentences: "In **fall**, tree leaves can change color" and "In winter, snow can **fall**." o Ask students to identify which sentence is talking about the season and which is talking about the action of falling. For each, ask students how they know. (L.K.4a) Place the word "fall" under both NOUNS and VERBS. o Then explain that some words describe. These words are called *adjectives.* Identify *warmer, bigger,* and *colder*. Ask students to identify when it gets *warmer* and *colder* in Louisiana and who is *bigger* and *smaller* than them. (L.K.5b, c) Add these words to the display. o Continue to build the display with nouns, verbs, and adjectives from other texts in the unit. o Throughout the unit, use the display when students read and write. (L.K.1a, L.K.1b, L.K.1c, L.K.1e, L.K.2c, L.K.6) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[14] task in which the class answers the question, "What happens in each season in Louisiana?" o Have the class identify the topic and supply some information. (RL.K.1, RL.K.3, W.K.2, W.K.7, W.K.8) Using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer), demonstrate how to write the unknown parts of words. (W.K.6)

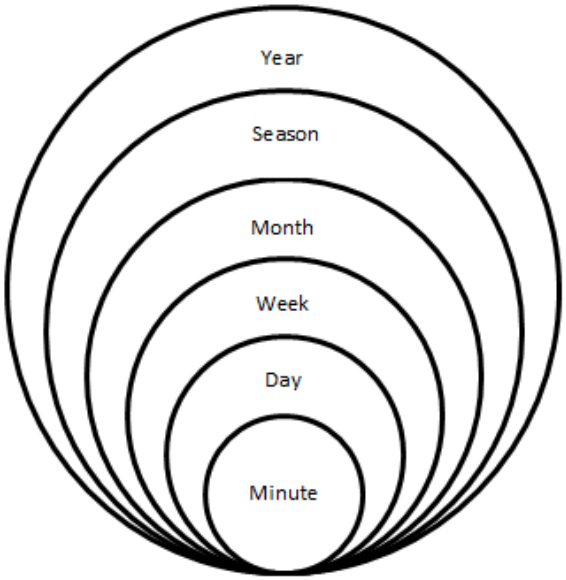
[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Guide the writing process while students write the parts they know. For example, a sentence may be, "It gets colder in winter, but it is not cold enough to snow in Louisiana." Have students write the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using words from the vocabulary display (i.e., *colder*), using fingers to make spaces, and placing a period while saying "Period." (RF.K.1b, c; RF.K.3a, b; L.K.1a, b, e; L.K.2a, c, d) ○ Read the first line simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second line, modeling the writing process. ○ During the shared writing activity, model the use of the word display. For example, point to the high-frequency word *in* on the display, and have the students spell it while it is being written. (RF.K.3c, L.K.2c, L.K.6) Point to the words and read the entire message simultaneously with the students. ○ Then study the writing. Ask students to find capital or lowercase letters, count the words, and find and identify punctuation. (SL.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ○ After studying the writing, break the class into four groups—one for each season. Have the students work together to create an illustration that matches the sentences they wrote for each season. • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. ○ Ask students to respond to the question "Select a season. What do you do during that season?" (W.K.3) ○ Ensure students print many upper- and lowercase letters and use nouns, verbs, adjectives, and high-frequency words (e.g., *in*) from the word displays. Students should spell simple words phonetically and write complete sentences. (L.K.1a, b, e, f; L.K.2c, d) Provide sentence frames[15] for students who need help writing complete sentences (e.g., "In, _____ (season), I _____ (what you do)."). Make sure students capitalize and punctuate the sentences correctly. (L.K.2a, b) ○ Have students share their sentences with the class. (SL.K.4, SL.K.6) ○ **Note for Small-Group Writing:** Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)

[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 2: "Four Seasons" (Video)	**TEXT DESCRIPTION:** This humorous and silly video uses different animal puppets and background scenery to show three adjectives that can be used to describe each season. **TEXT FOCUS:** This video provides the opportunity to build the understanding of seasons. Students will watch and then be able to add information to both charts created in the previous lesson. Using the Seasons Chart from the previous lesson, add information gained from the video (teacher adds words, and students record notes in additional drawings or words on their chart). Ask students to explain why each season feels the way the video says—what is happening to make _____ (season) feel _____ (adjective)? Add the adjectives from the video to the vocabulary display. Read the shared writing again and ask students if they want to make any revisions based on the video. Add or change details as necessary.
LESSON 3: *The Year at Maple Hill Farm*, Alice and Martin Provensen	**TEXT DESCRIPTION:** Using engaging illustrations and texts, this informational text captures one year at Maple Hill Farm, including how the animals sense the changing seasons and respond to the changes. **TEXT FOCUS:** The anchor provides plenty of opportunities for students to use their knowledge of seasons to discuss how animals are behaving during each season. This text will be revisited in future lessons. **MODEL TASKS**[16] **LESSON OVERVIEW:** Students listen to the text read aloud twice and then they engage in a series of tasks to demonstrate understanding of the text. Students then work with the vocabulary and write original sentences. The lesson concludes with a class discussion in which students review their notes while reading the text. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the text to students. Project the text so students can enjoy the illustrations. Read aloud the entire book without interruption. The goal here is for students to experience and enjoy the book, words, and pictures as a whole. Don't be concerned if students understand very little from the first read. The idea is to give students some context and a sense of the characters and information before delving more deeply into parts of the book. • Second Reading: Work with students to understand the text through various tasks. (RI.K.10) o Reread the first page, "The Year." ▪ Ask students, "How are a year, season, month, week, day, and minute related? Which is the biggest? Which is the smallest? (RI.K.3) What does it mean that a 'year is divided into 12 months?'" (RI.K.1, RI.K.4, L.K.5a) Create a class illustration of their relationship. For example:

[16] The lessons for *The Year at Maple Hill Farm* are adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE
	 o Reread pages 2 and 3. Ask students the following questions: ▪ "What is the first month discussed in the story? (RI.K.1, RI.K.2, SL.K.2) What season or time of the year is January? (L.K.5c) Let's find winter on our Seasons Chart and include the first month, January." ▪ "What words from the story and details from the illustrations tell us it is winter? (RI.K.1, RI.K.2, SL.K.2) Let's add some notes in our chart for the season of winter." (**Teacher Note:** Prompt students to update their charts as well, adding pictures and/or words.) ▪ "Why do the animals stay close to the barn in the winter?" (RI.K.1, RI.K.8, SL.K.2) ▪ Project the following sentences and read them aloud: "It is a cold, grey time of year and night falls early" and "the days are too short and dark." What does it mean that "night falls early"? Turn to your shoulder partner and discuss this question. Raise your hand when you are ready to answer. (RI.K.1, RI.K.4, SL.K.1a, L.K.1d) ▪ Then ask students, "What word in the phrase 'night falls early' appears on our vocabulary display? What is the meaning of the word in this phrase? Is it the same as *fall* (the season/noun) or *fall* (the verb)? (L.K.4a, b) Can night fall down like snow? What might this phrase be describing about the sky? (L.K.5c) What does it mean that it 'falls early'?"

TEXT SEQUENCE	TEXT USE
	○ If not already on the chart, add "less daylight and sunshine" to the Seasons Chart begun in Lesson 1. ○ Reread pages 4 and 5. Ask students the following questions: ▪ "What is the next month in the story? Listen to this sentence from the story: 'February ***follows*** January.' What does that mean?" (RI.K.1, RI.K.4, SL.K.2) ▪ "What season is happening in the month of February? How do you know? What details can we get from the words in the story and by looking at the illustration to tell it is winter?" (**Teacher Note:** Add details to the Seasons Chart under winter.) (RI.K.1, RI.K.7, RI.K.8, SL.K.2) ▪ "Some animals go to sleep during the winter when it's very cold and do not wake up until the weather warms in the spring. What does it mean that the 'water rat is napping. He won't wake up until spring'?" (**Teacher Note:** Provide students with the terms *hibernate* and/or *hibernation* as needed.) Then say, "Let's add 'hibernating animals' under winter." (RI.K.1, RI.K.4) • Word Work: Build a vocabulary display[17] of nouns, verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) ○ Reread pages 1-5 and work with students to name the nouns used to identify people, places, things, or ideas in each season (e.g., *season*, *cold*, *overcoats*, *shade*, *shelter*, *cows*, *chickens*, *horses*, *deer*, *barn*, *children*, *pond*, *geese*, *spring water*); verbs used to describe what the weather, people, and animals are doing (e.g., *grow, follows*, *feeds*, *toast*, *freeze*, *toss*, *tumble*, *napping*); and the adjectives used to describe the weather, people, and animals (e.g., *heavy*, *frozen*, *short, cold*, *bare*, *noisy*). (L.K.1b, c) ○ Work with students to identify the meaning of the word in the text. For words with multiple meanings, discuss the different meanings and how the meaning changes based on how the word is used (e.g., *cold* and *toast*). (L.K.4a) ○ Organize the display into parts of speech, so students can gain an understanding of similarities between forms of words in each category. (L.K.5a) For words with multiple functions in a sentence, place them in both categories. (SL.K.3) ○ Reinforce understanding by asking student pairs to create a sentence orally using at least one of the words from the vocabulary display. (SL.K.1b, SL.K.6, L.K.1f, L.K.6) Challenge them to try to use the same word in different ways to signal a different meaning. Then ask students to share their sentences with the class. (SL.K.4)

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ While they are sharing, use a process similar to Lesson 1 for the high-frequency word display. Display the sentences for students to see how the various words can be used in a sentence. • Third Reading: Read aloud up to page 5 in *The Year at Maple Hill Farm* without stopping. Project or display the illustrations for students to follow along as the text is read. **EXPRESS UNDERSTANDING:** • Class Discussion: Lead the students in a review of the class Seasons Chart and their personal Seasons Chart. Ask students to share with a shoulder partner what they have learned about winter from the text so far. (RI.K.2, SL.K.1a-b) Ask them to focus on what people do in the winter and what animals do in the winter. Prompt them to use words from any of the word displays during their discussion. (L.K.6)
LESSON 4: *What Do Animals Do in Winter?: How Animals Survive the Cold*, Melvin Berger, Gilda Berger, and Susan Harrison Pages 1-5 of *The Year at Maple Hill Farm*, Alice and Martin Provensen	**TEXT DESCRIPTION:** This text explains what wild animals do in the winter: migrate, hibernate, hide, and change color. **TEXT FOCUS:** This text connects to the unit focus by providing more knowledge regarding what animals do in the winter. The text allows students to be introduced to patterns of behavior that happen alongside the changing of the seasons. By connecting with information previously learned, students will see how different animals have different ways of behaving in the winter, and this greatly differs from the behaviors of the animals on Maple Hill Farm. Create a class chart and, using text evidence, record the ways animals in nature behave in the winter (migrate, hibernate, hide, and change color). For each column on the chart, include definitions, examples, and types of animals that behave each way. Then ask students to select an animal from Maple Hill Farm and a different animal from *What Do Animals Do in Winter* to compare their behaviors in winter. (RI.K.9) Finally, using words and details from the texts and the class charts, have students collaborate in groups to draw (and write, if appropriate) about animals who migrate, hibernate, hide, and change color. After each group presents, the class will add a sentence that explains what behavior the animal is showing (migrate, hibernate, hide, or change color). Access a lesson about hibernation at http://vermontwritingcollaborative.org/images/Kindergarten/Gr%20K%20Hibernation.docx.
LESSON 5: *The Year at Maple Hill Farm*, Alice and Martin Provensen	**TEXT DESCRIPTION:** Using engaging illustrations and texts, this informational text captures one year at Maple Hill Farm, including how the animals sense the changing seasons and respond to the changes. **TEXT FOCUS:** The anchor provides plenty of opportunities for students to use knowledge of seasons to discuss how animals are behaving during each season. This text will be revisited in future lessons. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud and then study the vocabulary. They listen to the text read aloud again and then engage in tasks to demonstrate understanding of the text. The lesson ends with students writing two sentences with a partner about the text.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Fourth Reading: Explain that the class will continue to read and explore *The Year at Maple Hill Farm.* Read aloud pages 1-11 in *The Year at Maple Hill Farm* without stopping. Project or display the illustrations for students to follow along as the text is read. • Word Work: Continue to build a vocabulary display[18] of nouns, verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) o Reread pages 6-11 and work with students to name the nouns used to identify people, places, things, or ideas in each season (e.g., names of animals and their babies, *outside*, *signs*, *patches of snow, coats*); verbs used to describe what the weather, people, and animals are doing (e.g., *coming*, *building*, *hurrying*, *melted*, *hatching, laying*, *feeding*, *steal*); and the adjectives used to describe the weather, people, and animals (e.g., *windy*, *proud*, *protective*, *rainy, busy*, *wild*, *cranky*, *pale*, *pretty*, *fluffy*, *uncomfortable, cool*, *comfortable*). (L.K.1b, c) o Work with students to identify the meaning of the words in the text. o Organize the display into parts of speech, so students can gain an understanding of similarities between forms of words in each category. (L.K.5a) For words with multiple functions in a sentence, place them in both categories. o Reinforce understanding by asking student pairs to create a sentence orally using at least one of the words from the vocabulary display. (SL.K.1b, SL.K.6, L.K.1f, L.K.6) Challenge them to try to use the same word in different ways to signal a different meaning. Then ask students to share their sentences with the class. o While they are sharing, use a process similar to Lesson 1 for the high-frequency word display. Display the sentences for students to see how the various words can be used in a sentence. • Fifth Reading: Work with students to understand the text through various tasks. (RI.K.10) o Reread pages 6 and 7. Ask students the following questions: ▪ "Which month *follows* February? What is the next season? Let's locate spring on our Seasons Chart and add March."

[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ "Look at our Seasons Chart. What did we write for spring? Look at the pictures on page 6. What is happening? Does this match what we learned from 'A Change Is in the Air'?" (RI.K.1, RI.K.7, RI.K.9, SL.K.2) ▪ "What are the names for the mothers and their baby animals?" (**Teacher Note:** Reread the section and write the matching names on the board. Reinforce understanding in a literacy center by asking students to sort the mother names from the baby names after the terms have been shuffled.) (L.K.5a) ▪ "Listen as I read these sentences from the story: 'The horses have found a little grass under the last patches of snow. They lie down in the pale sunshine. You don't see that often when the ground is frozen.' What is happening to the ground in spring? Why wouldn't horses lie on the ground when the ground is *frozen*?" ▪ "There are signs or things happening that tell us that spring is coming. What things are happening that give us signs that spring is coming? What can we add to our Seasons Chart for spring?" (**Teacher Note:** As necessary, reread the first two sentences on page 6 and then ask, "What words describe the weather in March? How can you tell from the illustrations that it is cold outside? Let's add *windy*, *rainy*, and *cold* to our chart for spring.") Write words on the class chart and prompt students to include words and pictures on their individual charts. o Reread pages 8-11. Record the next two months on the Seasons Chart and prompt students to add details from these months on their Seasons Chart. Prompt them as needed: "What changes happen in spring? What is happening to all the animals? What details can we add to our Seasons Chart?" • Sixth Reading: Read aloud pages 12-19 in *The Year at Maple Hill Farm* without stopping. Project or display the illustrations for students to follow along as the text is read. Then work with students to understand the text through various tasks. o Ask students, "What season did we just read about? What are the three months of summer?" (RI.K.1, RI.K.2, SL.K.2) o Record *June*, *July,* and *August* on the class Seasons Chart. Then ask students the following questions: ▪ "Look at the illustration on pages 12 and 13 and think about the words in the story. Why is the pasture so green?" (RI.K.7) ▪ "What animals eat grass in the summer?" (RI.K.2) ▪ "Why is the bird safe from the cat? Why do the squirrels need to 'watch out'?" (RI.K.7)

TEXT SEQUENCE	TEXT USE
	▪ "What is there a lot of in June?" (RI.K.2) ▪ "What happens in summer? How is the weather? How do the animals respond?" (RI.K.3, RI.K.8) o Prompt students to add details to the Seasons Chart and include words from the various word displays. (L.K.6) • Word Work: Continue to build a vocabulary display[19] of nouns, verbs (action words), and adjectives (descriptive words) that students can rely on in their writing. (L.K.6) o Reread pages 12-19 and work with students to identify the nouns used to name people, places, things, or ideas in each season (e.g., *pasture*, *reason*, *squirrels, clank*, *laughter*, *strangers*, *puddle*, *vegetables*); verbs used to describe what the weather, people, and animals are doing (e.g., *enjoy*, *chasing*, *hunt*, *hopping*, *sleep*, *croak*, *chirp*, *chatting, lows*, *carrying*, *hissing*, *warning*, *shines*, *doze*, *graze*, *growing*, *nesting*, *tipped*); and the adjectives used to describe the weather, people, and animals (e.g., *shining*, *low*, *quiet*, *silent, drowsy*, *hot*, *lazy*, *cool*). (L.K.1b, c) o Work with students to identify the meaning of the words in the text. o Organize the display into parts of speech, so students can gain an understanding of similarities between forms of words in each category. (L.K.5a) For words with multiple functions in a sentence, place them in both categories. o Reinforce understanding by asking student pairs to create a sentence orally using at least one of the words from the vocabulary display. (SL.K.1b, SL.K.6, L.K.1f, L.K.6) Challenge them to try to use the same word in different ways to signal a different meaning. Then ask students to share their sentences with the class. o While they are sharing, use a process similar to Lesson 1 for the high-frequency word display. Display the sentences for students to see how the various words can be used in a sentence. **EXPRESS UNDERSTANDING:** • Student Writing: Divide the class into pairs. Ask pairs to write a sentence that describes the weather in the summer. Then have the pairs select an animal and write a second sentence that explains what that animal does in summer. o Ensure students use at least one word from the vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Provide sentence frames[20] for pairs who need help writing complete sentences (e.g., "It is _____ in the summer. The _____ (animal name) _____ (what the animal does) during summer.").
	o Then ask pairs to draw an illustration to accompany their sentences and share them with the class. (SL.K.4, SL.K.5, SL.K.6)
	o Model for students how to expand the sentences using additional adjectives from the vocabulary display and/or combine the two sentences using a conjunction.
LESSON 6: Pages 16-25 of *The Year at Maple Hill Farm*, Alice and Martin Provensen "Something Told the Wild Geese," Rachel Field Pages 5-17 of *What Do Animals Do in Winter?: How Animals Survive the Cold*, Melvin Berger, Gilda Berger, and Susan Harrison	**TEXT DESCRIPTION:** This section of the anchor describes the fall season and includes details about how people and animals act during the season. This poem describes the change in season that tells the geese it is time to migrate. The second text defines and gives details regarding migration. **TEXT FOCUS:** By pairing these texts together, the concept of migration will be explored through literary and informational texts. Using knowledge gained from the read-aloud exercise, students will come to the conclusion that the poem is about how geese know when to migrate. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the section of *The Year at Maple Hill Farm* read aloud. Then they engage in a class discussion. Students then listen to the poem read aloud and answer questions about the words to determine meaning from the poem. Then students verify their conclusions by listening to an informational text read aloud. The lesson ends with students engaging in shared writing and then writing their own response independently or in pairs. **READ AND UNDERSTAND THE TEXT:** • Seventh Reading: Read aloud pages 16-25 of *The Year at Maple Hill Farm* without stopping. Project or display the illustrations for students to follow along as the text is read. • Class Discussion: Lead the students in a review of the class Seasons Chart and their personal Seasons Chart. o Ask students to share with a shoulder partner what they have learned about the seasons so far. o Ask them to focus on the differences between the seasons based on the weather and how people and animals behave in each season. (RI.K.9) o Prompt them to use words from any of the word displays during their discussion. (L.K.6)

[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Ask students to identify the next three months and the next season and how they know. (If students need prompting, reread first sentence "August is the last summer month" and "in November, before winter comes" and "in November, before the winter settles in.") ○ Add details to the Seasons Chart, including defining *autumn*, *frost*, and *migrant*. ○ Prompt students to consider what changes occur in fall and how the people and animals respond. (RI.K.1, RI.K.2, SL.K.2) For example, how are the clothes the people are wearing different in September than in August? (RI.K.7, RI.K.8) What "did away" with all the insects? What kind of weather do insects like? Why are the geese *restless*? (RI.K.4) Where are the wild geese going in the illustration on page 25? (RI.K.7) • First Reading: Read aloud "Something Told the Wild Geese." • Second Reading: Prompt students to listen for details about the season the poem is describing. Then reread the poem. Ask students what details they heard and what month they think the poem is describing. (RL.K.10) If needed, prompt students with any of the following questions: ○ "What color is the field? What color are the leaves?" (SL.K.2) ○ "What does it mean that leaves are 'stirring'? (RL.K.1, RL.K.4) Demonstrate what you do when you stir something. (L.K.5c) What might the leaves be about to do?" (RL.K.3) ○ "Caution is a warning. When someone cautions you, they are telling you to watch out for something that might happen. What does it mean that 'something cautioned, "frost"? Think about what you learned about the seasons in *The Year at Maple Hill Farm*. In what season does frost happen?" ○ Ask students to demonstrate the difference between *whispering* and *yelling*. (L.K.5d) "If someone whispers something, are you going to respond immediately? Why would something be whispering 'snow' rather than yelling 'snow'?" (RL.K.4, L.K.5c) ○ "What are the geese doing? Where are they going?" (RL.K.2) • **Note for Small-Group Reading:** Reinforce rhyme and letter recognition using "Something Told the Wild Geese." For example: ○ Display rhyming lines from "Something Told the Wild Geese." Use sticky notes to cover the second word in a rhyming pattern. Read the line and have students guess what rhyming word may be underneath the sticky note. (RF.K.2a)

TEXT SEQUENCE	TEXT USE
	o Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) make sense in the sentence. Finally, reveal the "secret" word to the students. (RF.K.1b, RF.K.3c, L.K.2c, L.K.2d) o Use Wikki Stix or highlighters to find words that rhyme (e.g., *go/snow, glossed/frost, spice/ice, fly/cry*) or words that have the same beginning or ending sounds. (RF.K.2a, RF.K.2d) o Students can also count the words, spaces, or letters in a stanza. (RF.K.1b, RF.K.1c) • Fourth Reading: (The first three readings occur in Lesson 4.) Verify the conclusions students drew from the poem by rereading aloud pages 5-17 of *What Do Animals Do in Winter?* After reading, ask students, "Why do the birds migrate? How is the behavior of birds and animals in *What Do Animals Do in Winter?* the same or different than the way geese act in "Something Told the Wild Geese"? (RI.K.9) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[21] task in which the class answers the question, "Why do animals migrate?" Use a process similar to the one used in Lesson 1. • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students) using a combination of drawing, dictating, and writing. o Ask students to compose a response to the question: "What do animals do in winter? What do people do in winter?" (W.K.2) o Ensure students use at least one word from the vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) The sentences should also be capitalized and punctuated correctly. (L.K.2a, b) o Provide sentence frames[22] for pairs who need help writing complete sentences (e.g., "Animals _____ in the winter. People _____ in the winter.").

[21] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Then ask students to draw an illustration to accompany their sentences and share them with the class. (SL.K.4, SL.K.5, SL.K.6) • **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing.
LESSON 7: *The Year at Maple Hill Farm*, Alice and Martin Provensen	**TEXT DESCRIPTION:** Using engaging illustrations and text, this informational text captures one year at Maple Hill Farm, including how the animals sense the changing seasons and respond to the changes. **TEXT FOCUS:** The anchor provides plenty of opportunities for students to use knowledge of seasons to discuss how animals are behaving during each season. This text will be revisited in future lessons. **MODEL TASKS** **LESSON OVERVIEW:** **READ THE TEXT:** • Eighth Reading: Reread the entire text of *The Year at Maple Hill Farm* without stopping. **UNDERSTAND THE TEXT:** • Class Discussion: Discuss with students how animals and people respond to the weather around them. ○ Take notes about how the behavior and actions of horses change during each season. (W.K.8) ○ Write the following sentences on the board: "In winter, horses _____. In spring, horses _____. In summer, horses _____. In fall, horses _____." Then prompt students to review the Seasons Chart and *The Year at Maple Hill Farm* to fill in the blanks. Ensure students use words from the vocabulary display. (RI.K.1, RI.K.2, L.K.6) ○ Discuss why the horses' actions change during each season. (RI.K.3, RI.K.8, SL.K.2) ○ Work with the class to read the shared writing created in Lesson 1. (RF.K.4) • Student Practice: Divide the class into pairs. Have each pair compare and contrast the weather, activities, and environment of where students live with Maple Hill Farm. Provide them with a graphic organizer, such as an H-chart or Venn diagram. (RI.K.9) Then discuss as a class, "Could we live near Maple Hill Farm? Why or why not?" (SL.K.1b)

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Divide the class into small groups and provide them with a practice cold-read task,[23] available from ReadWorks. As needed, read the text aloud as groups follow along. Then allow them to work together to answer the questions. (RI.K.10, SL.K.3, L.K.1d)
LESSON 8: *Animals in Winter*, Henrietta Bancroft and Richard G. Van Gelder	**TEXT DESCRIPTION:** This text, similar to *What Do Animals Do in Winter?*, describes the behavior of animals in winter, including hibernating, migrating, and hunting. **MODEL TASK** **SAMPLE SUMMATIVE TASK**: Cold-Read Task
LESSON 9: *The Mitten*, Jan Brett *What Do Animals Do in Winter?: How Animals Survive the Cold*, Melvin Berger, Gilda Berger, and Susan Harrison	**TEXT DESCRIPTION:** The story and the informational text feature animals who interact with winter. **TEXT FOCUS:** By pairing these two texts together, there is the opportunity to discuss what is real and what is imaginary, and back up opinions using evidence from the informational text. After students read and retell the story, they can compare the behaviors of the animals in *The Mitten* to their behavior in *What Do Animals Do in Winter?* to determine if the behaviors of the animals in the story are based on fact or are imaginary. (RL.K.1, RL.K.5, RL.K.7, RL.K.10) **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 10: Various texts from the unit and for research	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

[23] http://www.readworks.org/passages/four-seasons

UNIT: *FROM SEED TO PLANT*

ANCHOR TEXT[1]

From Seed to Plant, Gail Gibbons (Informational)

RELATED TEXTS

Literary Texts (Fiction)

- *The Carrot Seed*, Ruth Krauss
- *The Gigantic Sweet Potato*, Dianne De Las Casas
- *The Tiny Seed*, Eric Carle
- "Polly the Honeybee's Flower Tour"[2] from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 59-61 of the *Read-Aloud Anthology*)

Informational Texts (Nonfiction)

- *How a Seed Grows*, Helene Jordan
- *One Bean,* Anne Rockwell
- *A Seed Is Sleepy*, Dianna Hutts Aston
- *Compost Stew*, Mary McKenna Siddals
- "Plant Parts" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 24-26 of the *Read-Aloud Anthology*)
- "Plants and People" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 103-106 of the *Read-Aloud Anthology*)

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *Leaf*, Stephan Michael King (Wordless Picture Book)

UNIT FOCUS

Students gather information from a variety of texts—literary and informational—to describe the connection between people, events, ideas, and pieces of information. Students are introduced to life cycles by learning about how a plant grows. Students learn that living things interact with each other and the environment. This unit connects to science.

Text Use: Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts

Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading Foundational Skills:[3] RF.K.1a-b, d; RF.K.3a-b; RF.K.4

Writing: W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-c, L.K.6

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Pages 119-130: Text Sequence and Use for Whole-Class Instruction

[1] Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade K Domain 4 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available here.

[2] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

[3] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and focus on a progression of skills that are formally assessed at various points throughout the year.

From Seed to Plant Unit Overview

Unit Focus

- **Topic**: Plant life cycle and uses
- **Themes**: Understanding patterns in nature and how living things interact
- **Text Use:** Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts

Summative Unit Assessments

A culminating writing task:

- Identify steps in a process
- Draw illustrations to support written ideas
- Use vocabulary learned in the unit
- Dictate or write a complete sentence

A cold-read task:

- Understand complex texts
- Understand academic vocabulary

An extension task:

- Take notes based on observations
- Verify information gained in texts
- Engage in shared writing
- Understand connections between living things

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

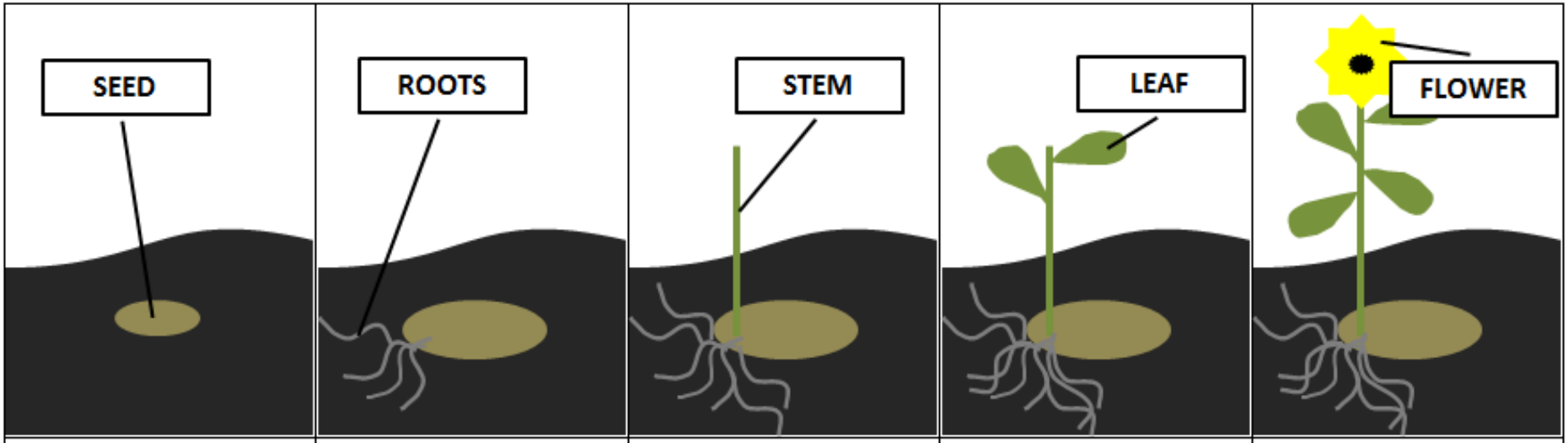
- **Lesson 1:** *From Seed to Plant* (sample tasks)
- **Lesson 2:** *How a Seed Grows*
- **Lesson 3:** "Plant Parts" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (sample tasks)
- **Lesson 4:** Pages 1-3 and 13-17 of *From Seed to Plant*
- **Lesson 5:** *A Seed Is Sleepy*
- **Lesson 6:** *The Tiny Seed* (sample tasks)
- **Lesson 7:** "Polly the Honeybee's Flower Tour" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand and pages 4-12 of *From Seed to Plant*, Gail Gibbons (sample tasks)
- **Lesson 8:** "Plants and People" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (sample tasks)
- **Lesson 9:** *The Gigantic Sweet Potato*, *The Carrot Seed*, and *Leaf*
- **Lesson 10:** (extension task)
- **Lesson 11:** (culminating writing task)
- **Lesson 12:** *One Bean* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[4]

Have students use the anchor charts from the unit to respond to the following prompt: "Draw pictures that show the life cycle of a plant growing in the ground. On the picture, label the stage of the plant life cycle." (RI.K.1, RI.K.2, RI.K.3) Then ask students to dictate or write a sentence for each picture: "Underneath each picture, describe the stage and what is happening. Use words from the word display." (W.K.2, W.K.8) Prompt students to use key vocabulary words in *From Seed to Plant* and other unit texts to describe what is happening at each stage. (L.K.6)

Exemplar Response:



The seed is planted in the ground. It needs water.	First the roots grow down.	Then the stem grows up.	The leaves grow next.	Then there is a flower. It makes more seeds.

Teacher Note:

- *Students are asked to draw each stage of the life cycle of a plant. They must also identify and label the stages and then write a complete sentence that describes the connection between events in the life cycle of a plant. The completed writing should use words from the word displays. (L.K.6)*

[4] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositional phrases; and spell simple words phonetically. (L.K.1a, b, f; L.K.2c, d) Students should also write complete sentences. Provide sentence frames[5] for students who need help writing complete sentences and have students write a key word from the life cycle of the plant. The sentences should be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Plant life cycle and uses • **Themes**: Understanding patterns in nature and how living things interact • **Text Use**: Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts	This task assesses: • Identifying steps in a process • Drawing illustrations to support written ideas • Using vocabulary learned in the unit • Dictating or writing a complete sentence	**Read and understand text:** • Lesson 1 (sample tasks) • Lesson 2 **Express understanding of text:** • Lesson 3 (sample tasks) • Lesson 7 (sample tasks) • Lesson 11 (use this task)

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[6]

Read aloud[7] *One Bean* by Anne Rockwell to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.[8] Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: "The boy describes his bean as 'dry,' 'smooth,' and 'hard.' Describe what that means the bean is not. Use the opposite words to explain what the bean is not." (RL.K.1; RL.K.4; W.K.2; SL.K.2; L.K.1a-c, f; L.K.2a-d; L.K.5b; L.K.6) (**Teacher Note:** Provide a sentence frame for students who need support writing a complete sentence (e.g., "The bean is not _____. The bean is not _____. The bean is not _____.").
2. Ask the student: "Identify three actions the boy took to make the plant grow." (RL.K.1; RL.K.2; SL.K.2, SL.K.6; L.K.1b, e; L.K.6)
3. Ask the student: "What do you think will happen to the one bean the sister is dropping in a cup at the end of the story? How do you know?" (RL.K.1, RL.K.7, SL.K.2, SL.K.6, L.K.6)
4. Ask the student: "What makes this text the same as *From Seed to Plant*? What makes this text different than *From Seed to Plant*?" (RL.K.1, RI.K.9, W.K.8, SL.K.2, SL.K.6, L.K.1e)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Plant life cycle and uses • **Themes**: Understanding patterns in nature and how living things interact • **Text Use:** Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts	This task focuses on: • Understanding complex texts • Understanding academic vocabulary	**Read and understand text:** • Lesson 1 (sample tasks) • Lesson 2 • Lesson 4 **Express understanding of text:** • Lesson 6 (sample tasks) • Lesson 12 (use this task)

[6] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] If students are already reading, allow them to read the text. This should be based on individual student ability.

[8] Ensure students have access to the printed text while testing.

EXTENSION TASK[9]

1. Work with students to plant a small garden (or a portable indoor garden consisting of beans or seeds in a plastic cup or baggy with moistened paper towels). (Lesson 1)
2. Have each student create a Garden Observation Log with a cover and blank white pages inside the log. (Lesson 1)
3. Ask students to observe the garden daily and create an entry for their plant observations. (W.K.8) (Lessons 1-10)
4. Each entry should contain the following:
    - The date of the observation (this can be prewritten on the pages as needed)
    - A labeled illustration of the garden or plant (SL.K.5, L.K.1a-c, L.K.2c)
    - The labels should identify the vocabulary from the unit that can be used to describe the plants in stages of their life cycle (e.g., *soil, stem, flower, leaf/leaves*, etc.) (L.K.1a-c, L.K.2c-d, L.K.5c, L.K.6)
5. Once the observation log is finished, conduct a class discussion in which students share their observations. (SL.K.4, SL.K.6) (Lesson 10)
6. Record an illustration and label the various stages on a blank calendar. (SL.K.5) Have students dictate the writing of the labels and write the parts they know. (L.K.1a-c, L.K.2c-d, L.K.6) (Lesson 10)
7. Determine as a class how long each stage took based on the calendar. Discuss with students what happens in each stage, using process words such as *first*, *next*, *then*, *now*, etc. Prompt students to ask questions about their results. (W.K.7, SL.K.1a-b, SL.K.3, L.K.1d) Display the calendar for students to use as notes in writing their Culminating Writing Task. (W.K.8) (Lesson 10)
8. Conduct a **shared writing**[10] task using a "shared pen" or "shared keyboard" technique. (W.K.6) Have students respond to the following prompt: "How do animals interact with or impact plants?" (RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6) (Lesson 10)

[9] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Plant life cycle and uses • **Themes**: Understanding patterns in nature and how living things interact • **Text Use:** Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts	This task focuses on: • Taking notes based on observations • Verifying information gained in texts • Engaging in shared writing • Understanding connections between living things	**Read and understand text:** • Lesson 1 (sample tasks) • Lesson 2 • Lesson 3 (sample tasks) • Lesson 9 **Express understanding of text:** • Lesson 5 • Lesson 8 (sample tasks) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[11] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and plants. Students will progressively build knowledge using the following tools throughout the unit.

- Plant Fact Book: Students create a class Plant Fact Book in which they record through writing and illustrations information they gain throughout the unit. Pages for the book should be labeled with the following: *Seeds, Plant Parts, Plant Life Cycle, Pollination, Plants Uses*. Begin in **Lesson 1**.
- Words to Describe the Plant Life Cycle Chart: Create a class chart based on words from the texts read in the unit. Students work with the teacher to list and then categorize the words and define or illustrate their meaning. Begin in **Lesson 1**.

TEXT SEQUENCE	TEXT USE
LESSON 1:[12] *From Seed to Plant*, Gail Gibbons	**TEXT DESCRIPTION:** This informational text provides a detailed description of flowers, their parts, pollination and the various ways that seeds move from place to place, and the life cycle of a plant. **TEXT FOCUS:** For the beginning of the unit, focus on pages 21-26 to provide an initial understanding of the life cycle of a plant. **MODEL TASKS** **LESSON OVERVIEW:** Students ask questions about the content of the unit. Then they listen to the text read aloud and describe the connection between illustrations of the stages in a plant's life cycle. Students work with the vocabulary from the text and then work in small groups to write about one stage of the plant's life cycle. **READ AND UNDERSTAND THE TEXT:** • Pre-Reading: Post large poster-size pieces of paper and label each "page" with a different heading: (1) Seeds, (2) Plant Parts, (3) Plant Life Cycle, (4) Pollination, (5) Plant Uses. Each poster will become a page in the class book. Project a class chart (example below). Engage students in a brief class discussion to complete the chart. (**RI.K.1**, **SL.K.1a-b**, **SL.K.3**, **SL.K.4**, **SL.K.6**, **L.K.1d**) Record information and questions on the chart for students.

[12] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE

Plant Topic	What we already know…	Questions we have…
Seeds		
Plant Parts		
Plant Life Cycle		
Pollination		
Plant Uses		

- First Reading: Read aloud the text to students. Project the text so students can enjoy the illustrations. Read aloud the entire book without interruption. Then, review the questions from pre-reading. Have students determine if they have answers.
- Second Reading: Reread the text aloud and focus on asking questions about the key vocabulary in the text related to plants and how they grow (e.g., *plant* (noun and verb)*, seed(s), seed coat, soil, germination, root, soil, minerals, shoot, leaves, buds, flowers.*). (RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6) Project illustrations from the text to support students in understanding the meaning of the terminology. Sample questions to ask students:
  - What are the different meanings of the word "plant"? How can it be used different ways in a sentence? (RI.K.4, L.K.1b, L.K.4a, L.K.6)
  - Where do seeds grow best? What do they need to grow? (RI.K.2, RI.K.3, RI.K.4, L.K.6)
  - Identify at least three ways *seeds* become *planted* in the *soil*. (RI.K.2, RI.K.3, RI.K.4, L.K.4b, L.K.6)
- Word Work: Ask students to identify action words in the text (e.g., *curled, stored, protect, sprout, soak, soften, breaks, grows*). Create a class list. (RI.K.4, L.K.1b, L.K.4b, L.K.6)
- Class Discussion: Begin the class Plant Fact Book.
  - Post large poster-size pieces of paper and label each "page" with a different heading: (1) Seeds, (2) Plant Parts, (3) Plant Life Cycle, (4) Pollination, (5) Plant Uses. Each poster will become a page in the class book.
  - Project the images from the text that focus on the life cycle of plants. Ask students to describe the life cycle of a plant based on the images. (RI.K.2, RI.K.7) Ensure they use words from the unit vocabulary chart and chart of action words. (SL.K.1a-b, SL.K.4, SL.K.6)

TEXT SEQUENCE	TEXT USE
	o Then conduct a shared writing task in which students describe the life cycle again and record the cycle onto the page labeled Plant Life Cycle. Use illustrations and words, allowing students to write the parts they know. (RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6) **EXPRESS UNDERSTANDING:** • Word Work: Create a categorized vocabulary chart for students to use throughout the unit. **Words to Describe the Plant Life Cycle** SEED / ROOTS / STEM / LEAVES / FLOWER o Review the plant terminology discussed during the second reading. Work with students to categorize those words into the appropriate categories of the plant life cycle. Add a definition and/or illustration for students to remember the meaning of the word. (SL.K.5, L.K.5a) o Then project the words from the action words list. (L.K.1b) For each word, ask students what consonant and sound is at the beginning of the words. (RF.K.1d, RF.K.3a) Then discuss the meaning of each word, encouraging students to support their understanding by referring to the illustrations. (RI.K.4, RI.K.7, SL.K.2, L.K.1d, L.K.5c) o Divide the class into pairs. Provide each pair a set of cards with each action word written on a single card. Then, have the pairs create a picture to represent what the weather looks like for that word. Work with students to add the completed cards to the appropriate category on the Weather Words chart. (SL.K.5, L.K.5a) o Display the chart, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) • Student Writing: Divide the class into small groups. Assign each group a stage of a plant's life cycle to illustrate and write about using the class charts for support. o Ensure students use at least two words from the categorized vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e; L.K.2c, d) The sentence(s) should also be capitalized and punctuated correctly. (L.K.2a, b)

TEXT SEQUENCE	TEXT USE
	○ Provide sentence frames[13] for pairs who need help writing complete sentences. ○ Then ask pairs to draw an illustration to accompany their sentence(s) and share it with the class. (SL.K.4, SL.K.5, SL.K.6) ○ Model for students how to expand the sentences using additional adjectives from the vocabulary display and/or combine the two sentences using a conjunction. (L.K.1f) **SAMPLE SUMMATIVE TASK:** Begin the Extension Task by planting the garden, creating individual observation logs, and conducting initial observations. This task will be completed in Lesson 12.
LESSON 2: *How a Seed Grows*, Helene Jordan	**TEXT DESCRIPTION:** This informational text provides some basic information about different types of seeds and facts about how seeds grow. Then, it explains in steps how to grow a bean plant from a seed. **TEXT FOCUS:** While reading aloud, reinforce vocabulary that is recorded on the Words to Describe the Plant Life Cycle chart. (RI.K.4) Record sentences from the text on sentence strips with key vocabulary terms missing and discuss which vocabulary word makes sense in the sentence. For example, write on a sentence strip, "Day after day, the ____ push down into the soil." Ask students to fill in the blank with the appropriate vocabulary word. (L.K.1a-c, L.K.2a-d, L.K.6) Continue with sentences from the text for *plant, seed, soil, roots, shoot (stem),* and *leaves*. After reading, ask students to act out each stage of the plant life cycle. (SL.K.4) Finally, provide students with images of the plant life cycle and ask them to sequence them and orally describe what is happening in the images, using words from the vocabulary chart. Depending on the needs of students, have students write or dictate sentences to explain the process of how a seed grows into a plant based on the sequenced illustrations. (W.K.2, L.K.1f)
LESSON 3: "Plant Parts" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 24-26 of the *Read-Aloud Anthology*)[14]	**TEXT DESCRIPTION:** This informational text introduces the basic parts of many plants. The text introduces key vocabulary such as *roots, stems, leaves, flowers, and seeds*. **TEXT FOCUS:** Use this text to help students further understand plant parts and their functions. Use the illustrations and visuals provided to enhance understanding of the key details and vocabulary. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud and add words to the Words to Describe the Plant Life Cycle Chart. Students engage in a second reading and answer questions to demonstrate understanding. The lesson concludes with students labeling a plant diagram.

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[14] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Pre-reading: Follow the procedures described on pages 22-23 of the *Read-Aloud Anthology*. Since students will not have read the previous text, use this section to teach them the difference between *living* and *nonliving* things. Add the word *living* to the Words to Describe the Plant Life Cycle Chart. (RI.K.4, L.K.5c) • First Reading: Follow the procedures as described in the "Presenting the Read Aloud" section (pages 24-26). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., *nutrients*, *vitamins*, *blossom*, *survival*, *photosynthesis*). Work with students to make changes or additions to any existing vocabulary illustrations or definitions. • Second Reading: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, L.K.1d) The following questions and tasks are taken or adapted from page 27 of the Domain 4 *Read-Aloud Anthology* from Core Knowledge Grade K Listening and Learning Strand. o Display a picture of a plant and add it to the Plant Parts page of the class Plant Fact Book. o As a class, read the plant parts from the Words to Describe the Plant Life Cycle Chart (e.g., *roots, stem, seeds, flower, leaves*). While reading, point the part of the plant being named by the class. (RI.K.4, RI.K.7, RF.K.1a-b, RF.K.3a-b, RF.K.4) o Then describe the function of each part of the plant. Then, ask student volunteers to point to the part of the plant being described. For example, say the following aloud while students point, "This part of the plant keeps it in the ground and takes in nutrients and water for the plant." "This part of the plant supports the plant and moves water and nutrients to the rest of the plant." "This part of the plant is used to make its food." (RI.K.2, RI.K.4) o Ask students: "What would happen if a plant didn't have roots? What would happen if a plant didn't have a stem? What would happen if a plant didn't have leaves?" (RI.K.3, SL.K.6) **EXPRESS UNDERSTANDING:** • Student Practice: Have students build a complete plant illustration. o Divide the class into pairs. o Provide pairs with a copy of the plant parts on page 135 of the Domain 4 *Read-Aloud Anthology* from Core Knowledge Grade K Listening and Learning Strand. o Ask the pairs to put the parts into their appropriate places. Then ask the pairs to demonstrate how the water and nutrients travel through the plant. o Provide each individual student with a copy of the partial illustration of a plant on page 143 of the Domain 4 *Read-*

TEXT SEQUENCE	TEXT USE
	Aloud Anthology from Core Knowledge Grade K Listening and Learning Strand. o Have each individual student complete the illustration using the work they did as a pair as notes. o Then ask each student to label the plant parts, using words from the class vocabulary chart. • Shared Writing: Conduct a **shared writing**[15] task using a "shared pen" or "shared keyboard" technique. (**W.K.6**) Have students respond to the following prompt: "Describe the process plants use to get water and nutrients." (**RI.K.1**; **RI.K.3**; **W.K.2**; **W.K.7**; **L.K.1a-c, e-f**; **L.K.2a-d**; **L.K.6**)
LESSON 4: Pages 1-3 and 13-17 of *From Seed to Plant*, Gail Gibbons	**TEXT DESCRIPTION:** *From Seed to Plant* provides an introduction to what seeds are and how they travel to different places to grow. **TEXT FOCUS:** Focus on pages 1-3 and 13-17 for this reading of the anchor. This section of the anchor has illustrations and vocabulary that will teach students about how the environment moves and impacts seeds. **MODEL TASKS** **LESSON OVERVIEW:** Students will listen to the text read aloud and then describe the different ways that seeds travel from place to place. Then students will use illustrations to describe what an environment is and what in an environment moves and impacts seeds. **READ THE TEXT:** • Third Reading: Read aloud pages 1-3 and 11-17 of *From Seed to Plant*. Add new plant vocabulary on the Words to Describe the Plant Life Cycle Chart (i.e., *pod, fruit*, *ripens*, *base*, *fluff*, *wings*, *hooks*, *dirt*) using a process similar to Lesson 1. Include action words as well by placing them in the appropriate category related to the action of that part (e.g., *pop, drop, fall, travel, stick, scatters, float, spin, hide* would be added under "SEED"). **UNDERSTAND THE TEXT:** • Class Discussion: Ask students questions about what a seed is, different ways it travels, and how the different shapes and sizes of seeds affect how it travels from place to place (e.g., seeds with hooks get stuck to people and so people move them). (**RI.K.1**, **RI.K.2**, **RI.K.3**, **RI.K.4**, **SL.K.2**, **SL.K.4**, **SL.K.6**, **L.K.1b-d**) o Explain that the seed cannot move on its own—that other things move the seed. Using the illustrations for support, explain that the word *environment* means what the world looks, feels, and sounds like, and what other living things are in the world. Explain that the environment is important because it helps a seed survive by providing it with air, food, and water, or it makes it hard to grow by taking away the air, food, and/or water.

[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Model describing the environment using the illustrations and then ask, "What is the environment like on page _____?" for different pages. Then ask what things in the environment help the seed move and survive. ○ Work with students to incorporate important facts and notes from the discussion to add to the Seeds page of the class Plant Fact Book. Use words and illustrations. **EXPRESS UNDERSTANDING:** • Independent Writing: Using the vocabulary chart and the Seeds page from the class Plant Fact Book, ask students to draw a seed and its environment from the text. (RL.K.7, SL.K.5) Prompt students to label their illustration with how the seed is moving in the environment (e.g., wind, water, animal, etc.). (L.K.1b-c) Then, through writing or dictation, have students write a sentence that describes how the seed is moving (e.g., "The seed has hooks to stick to a person's leg."). (RL.K.2; W.K.2; L.K.1a, e, f; L.K.2a-d; L.K.6)
LESSON 5: *A Seed Is Sleepy*, Dianna Hutts Aston	**TEXT DESCRIPTION:** This informational text uses poetic language, rich illustrations, and vocabulary to describe different kinds of seeds and facts about them. **TEXT FOCUS:** This text teaches facts about seeds and introduces descriptive language. Read the text aloud, pulling out words that describe the seeds and their actions. Add these words to the Words to Describe the Plant Life Cycle Chart and the Seeds page in the class Plant Fact Book using the process described in Lesson 1. Have students use the words in another sentence and/or act out their definitions. Then reinforce understanding by asking, "What makes the seed ____?" Have students use facts from the text or the Plant Fact Book to show an understanding for each descriptive word. (RI.K.2, RI.K.4, W.K.8) Take students on a nature walk taking "notes" on a chart (e.g., sketching pictures of the plants they see). Explain to students that because seeds are difficult to find, they will focus on the plants. Then have students choose three plants from their notes and illustrate and label the plant parts. Finish the task by having students complete the following sentence frame for each plant illustration, "A plant is _____." Encourage students to use words from the vocabulary chart to complete the frame. (W.K.2; L.K.1a-c, f; L.K.2a-d; L.K.6)
LESSON 6: *The Tiny Seed*, Eric Carle	**TEXT DESCRIPTION:** *The Tiny Seed* is about a seed that travels through the seasons to become a giant sunflower. **TEXT FOCUS:** This text provides information on how seeds and seasons interact, and additional information on how seeds move and interact with other living things. Students will be able to apply knowledge learned about the life cycle of a plant to describe what is happening in each season. Students can also recognize what it takes for a seed to grow and how many seeds never become plants. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud. Then students engage in answering questions about the text and learning vocabulary. Finally, students explain what happens to a seed during one of the seasons.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • First Reading: Read aloud the text without interruption. Then ask students, "What do we know about seeds?" Review the Seeds page from the class Plant Fact Book and discuss how information in this text is similar to or different from information already gathered about seeds. (RL.K.1, RL.K.2, RI.K.9, W.K.8) • Second Reading: Reread the text and stop at various points to ask questions for students to demonstrate their understanding of the text. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, L.K.1d) o Ask students: "Where are the seeds? What is happening to the seeds? What kind of environment do you see in this illustration? How is it interacting with or impacting the seeds? Is it helping or hurting the seeds? How do you know?" (RL.K.2, RL.K.4, RL.K.7) o Look at the illustrations with students to see if they can locate the tiny seed. Then ask students, "How is the tiny seed able to survive?" (RL.K.2, RL.K.3, RL.K.7) • Word Work: Continue adding words to the Words to Describe the Plant Life Cycle Chart using the process described in Lesson 1. For this text, focus on action words for seeds and plants (*blowing, carries, flies, burns, settle, drifts, melted, breaks, looms, sways, bends, shakes*) and descriptive words for seeds and plants (*tiny, dry, gently, still, shorter, cooler, bright, harder*). • Class Discussion: Reread pages 13-30. Look at the Plant Life Cycle page from the class Plant Fact Book. Create a four-column chart labeled with each season on the page. Work with students to categorize the parts of the cycle that occur in each season, using vocabulary from the Words to Describe the Plant Life Cycle Chart. (RL.K.1, RL.K.2, RL.K.4, W.K.8, L.K.5a) **EXPRESS UNDERSTANDING:** • Student Practice: Divide the class into small groups. Assign each group one of the four seasons. Through drawing and writing, ask each group to describe what happens to the seed in that season. (RL.K.2; RL.K.3; W.K.2; W.K.8; L.K.1a-c, e-f; L.K.2a-d; L.K.6)
LESSON 7: "Polly the Honeybee's Flower Tour" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand	**TEXT DESCRIPTION:** Both the anchor and the CKLA text introduce and explain the process of pollination and how bees are important to the survival of flowers. **TEXT FOCUS:** Read pages 4-12 in *From Seed to Plant* and discuss the parts of the flower and pollination using the text features. Add new vocabulary to the charts. Then, read "Polly the Honeybee's Flower Tour." Follow the lesson plan to describe the important role bees play in plant pollination. **MODEL TASKS**

TEXT SEQUENCE	TEXT USE
(Pages 59-61 of the *Read-Aloud Anthology*)[16] Pages 4-12 of *From Seed to Plant*, Gail Gibbons	**LESSON OVERVIEW:** Students learn more about the process and importance of pollination. They listen to two texts read aloud, answer a series of questions, and record notes on the Pollination page of the class Plant Fact Book. **READ AND UNDERSTAND THE TEXT:** • First Reading: Follow the procedures for reading "Polly the Honeybee's Flower Tour" as described in the "Presenting the Read Aloud" section (pages 59-61). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., *petals*, *nectar*, *pollen*, *pollination*). Work with students to make changes to vocabulary illustrations or definitions. • Second Reading: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, L.K.1d) The following questions and tasks are taken or adapted from pages 62-63 of the Domain 4 *Read-Aloud Anthology* from Core Knowledge Grade K Listening and Learning Strand. o Ask students: "According to Polly, why do bees visit flowers? What do flowers have that bees need?" (RL.K.2, RL.K.3) o Ask students: "How does Polly describe the inside of a flower?" (RL.K.2, RL.K.3) • Fourth Reading: Reread aloud pages 4-12 of *From Seed to Plant*. Work with students to record words and illustrations about pollination on the Pollination page of the Plant Fact Book. (RI.K.1, RI.K.10, W.K.7, W.K.8, SL.K.1a-b, SL.K.2, L.K.1d) Ask them questions to prompt responses that can recorded on the notes page: o Discuss how the information gained by reading "Polly the Honeybee's Flower Tour" is factual, even though the story is told by a bee (which is imaginary). (RL.K.5) Ask students: "What are the similarities and differences between the two texts we've read?" (RI.K.9) o Ask students, "What part of the inside of the flower is pollen? How does pollen get onto bees?" (RL.K.4, RI.K.3, RI.K.4) o Ask students: "Pollination is the process that causes seeds to form. So, what is the job of the bee in the plant life cycle? Why is pollination important?" (RI.K.2, RI.K.8)
LESSON 8: "Plants and People" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand	**TEXT DESCRIPTION:** This informational text introduces the things that plants provide people: oxygen, food, and important products. **TEXT FOCUS:** Connect previous knowledge about plants to this new text. Explore how we use plants to better our lives. Students will also read literary texts in the next lesson that demonstrate humans interacting with and using plants. This text helps students to better understand the relationship between plants and humans. **MODEL TASKS**

[16] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td>(Pages 103-106 of the Read-Aloud Anthology)[17]</td><td>
LESSON OVERVIEW: Students listen to the text read aloud and answer questions. They create a flip book with a partner to summarize the text and add details to a class chart. Students writing an opinion response about how they like to use plants.

READ THE TEXT:

• First Reading: Follow the procedures for reading “Plants and People” as described in the “Presenting the Read Aloud” section (pages 103-106). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., provide, health/healthy, soothe, medicine/medicinal). Work with students to make changes or additions to any existing vocabulary illustrations or definitions.

• Second Reading: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, L.K.1d) The following questions and tasks are taken or adapted from pages 106-107 of the Domain 4 Read-Aloud Anthology from Core Knowledge Grade K Listening and Learning Strand.
o Ask students: “What are some uses for plants? Think about food, clothing, and objects.” (RI.K.2)
o Ask students: “Which of the ways people use plants surprised you?” (RI.K.2)

UNDERSTAND THE TEXT:

• Student Practice: Divide the class into pairs and have the pairs work together to create a flip book called “People Use Plants.”
o A model for creating a flip book electronically is available from ReadWriteThink.org.[18] (W.K.6)
o Label each tab with a category of plant use. For example:
<table>
<tr><td>People Use Plants</td></tr>
<tr><td>How do we use plants for FOOD?</td></tr>
<tr><td>How do we use plants for CLOTHING?</td></tr>
<tr><td>How do we use plants for ACTIVITIES?</td></tr>
</table>
</td></tr>
</table>

[17] To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.
[18] http://www.readwritethink.org/files/resources/interactives/flipbook/

TEXT SEQUENCE	TEXT USE
	How do we use plants for our HEALTH? o Reread the text and ask students to work in pairs to identify examples from the text to support each category. Ask the pairs to use a combination of drawing and writing to record the examples on the appropriate tab. (RI.K.1, RI.K.2, RI.K.3, RI.K.8, W.K.2, L.K.5a) For example, on the FOOD tab, students may write "bean" and draw a picture. On the ACTIVITIES tab, students may write "bat" and draw a picture of a baseball bat and tire. • Class Discussion: Create a four-column chart on the Plant Uses page of the class Plant Fact Book: (1) How do we use plants for food? (2) How do we use plants for clothing? (3) How do we use plants for activities? (4) How do we use plants for our health? o Conduct a class discussion to gather information to complete the Plant Uses page in the Plant Fact Book. Prompt students to refer to their flip book throughout the discussion. (W.K.8) o Ask students to write the words and/or draw pictures for some of the entries on the class chart. (L.K.1a-c, L.K.2c-d, L.K.6) o Gather all the "pages" for the class Plant Fact Book and create a large book with another poster as the cover. Bind the pages using string or binder rings. Place the Plant Fact Book in the classroom library for students to review and read independently. (RF.K.4) **EXPRESS UNDERSTANDING:** • Independent Writing: Using the vocabulary chart and the Plant Uses page from the class Plant Fact Book, ask students to write a response to the following prompt: "How do you like to use plants?" (W.K.1; L.K.1a, e, f; L.K.2a-d; L.K.6) Provide sentence frames[19] for pairs who need help writing complete sentences.
LESSON 9: *The Gigantic Sweet Potato*, Dianne De Las Casas *The Carrot Seed*, Ruth Krauss	**TEXT DESCRIPTION:** Each text describes a humorous story about a plant that grows in an unrealistic environment or into an unrealistic size. Each features a character who impacts a plant by helping it to grow. *"The Gigantic Turnip" from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand, pages 46-48, of the* Read-Aloud Anthology *is similar to* The Gigantic Sweet Potato. **TEXT FOCUS:** All of these texts are at different complexity levels. Begin with *The Gigantic Sweet Potato* and then read *The Carrot Seed.* Due to the repetition and lower readability level of *The Carrot Seed*, engage students in reading along with portions of the text. Add to the Words to Describe the Plant Life Cycle and to the pages for the class Plant Fact Book. Have students retell the stories using the illustrations and language of each text. Ask students how people interact with and impact the plants, "What are people doing to help plants? What choices are they making that help the plants grow?" Have students describe a character's choice in writing and say how the choice helps the plant. Then show *Leaf*. Ask students to use the words from the Words to Describe the Plant Life Cycle chart and

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
Leaf, Stephan Michael King	the class Plant Fact Book to tell the story.
LESSON 10:	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task
LESSON 11: Informational texts from the unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 12: *One Bean,* Anne Rockwell	**TEXT DESCRIPTION:** This text, told as a story, describes the life cycle of a plant similar to the other texts read in the unit. Students can apply their understanding from the unit to a new text. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task

UNIT: *CLOUDY WITH A CHANCE OF MEATBALLS*

ANCHOR TEXT

Cloudy with a Chance of Meatballs, Judi Barrett (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *Bringing the Rain to Kapiti Plain*, Verna Aardema
- *The Wind Blew*, Pat Hutchins
- "The Wind," James Reeves
- "April Rain Song," Langston Hughes
- *The Rain Came Down*, David Shannon
- *Franklin and the Thunderstorm*, Paulette Bourgeois

Informational Texts (Nonfiction)

- "The Weather Outside" from *National Geographic Young Explorer*, September 2011, pages 18-23
- *Weather Words*, Gail Gibbons
- *The Cloud Book*, Tomie dePaola
- *Weather Forecasting*, Gail Gibbons

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- ***Riding the Winds with Kalani***,[1] University of Illinois Extension

UNIT FOCUS

Students learn about real and imaginary situations by connecting knowledge from nonfiction texts and media sources to events in literary texts. Students develop an awareness of weather and its patterns, how weather affects living things, and its relationship to the seasons. Students are introduced to using descriptive words for weather and investigating patterns through observations. This unit connects to science.

Text Use: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts

Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.1, RI.K.3, RI.K.4, RI.K.7, RI.K.9, RI.K.10

Reading Foundational Skills:[2] RF.K.1a-d, RF.K.2a-d, RF.K.3a-c, RF.K.4

Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1a-f, L.K.2.a-d, L.K.4b, L.K.5.b-d, L.K.6

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Page 131: Text Set and Unit Focus

Page 132: *Cloudy with a Chance of Meatballs* Overview

Pages 133-137: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

Page 138: ELA Instructional Framework

Pages 139-154: Text Sequence and Use for Whole-Class Instruction

[1] http://urbanext.illinois.edu/kalani/index2.cfm

[2] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Cloudy with a Chance of Meatballs Unit Overview

Unit Focus

- **Topic**: Weather and weather patterns
- **Themes**: The impact of weather on living things
- **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts

Summative Unit Assessments

A culminating writing task:

- Distinguish between real and imaginary events
- Write a complete sentence
- Use vocabulary learned from texts

A cold-read task:

- Understand complex texts

An extension task:

- Take notes based on observations
- Compare and contrast observations
- Create and present a weather report based on the seasons

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1:** "The Weather Outside" from *National Geographic Young Explorer*
- **Lesson 2:** *Weather Words and What They Mean* and *Riding the Winds with Kalani* (sample tasks)
- **Lesson 3:** *The Cloud Book* (sample tasks)
- **Lesson 4:** *Bringing the Rain to Kapiti Plain* (sample tasks)
- **Lesson 5:** *Cloudy with a Chance of Meatballs* (sample tasks)
- **Lesson 6:** "The Wind" (sample tasks)
- **Lesson 7:** *The Wind Blew* and *Cloudy with a Chance of Meatballs* (sample tasks)
- **Lesson 8:** *The Rain Came Down* and *Cloudy with a Chance of Meatballs* (sample tasks)
- **Lesson 9:** "April Rain Song" (sample tasks)
- **Lesson 10:** Franklin and the Thunderstorm (cold-read task)
- **Lesson 11:** Weather Forecasting (extension task)
- **Lesson 12:** (culminating writing task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[3]

Have students respond to the following prompt: "Select two events from the texts: one that is real and one that is imaginary. Draw the events and title one 'Real' and the other 'Imaginary.' Then, write a sentence that explains why each event is real or imaginary. Include weather words from the vocabulary display."

Teacher Note:

- *Students are asked to apply knowledge learned about weather from read-aloud texts to illustrate two events and determine what is real and what is imaginary. (RL.K.3, RL.K.7, W.K.8, SL.K.5)*
- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. Provide sentence frames*[4] *for students who need help writing complete sentences (e.g., "This drawing is _____ because _____."). The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *The completed writing should use words from the word displays. (L.K.6)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Weather and weather patterns • **Themes**: The impact of weather on living things • **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts	This task assesses: • Distinguishing between real and imaginary events • Writing a complete sentence • Using vocabulary learned from texts	• Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 (sample tasks included)

[3] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[4] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[5]

Read aloud[6] *Franklin and the Thunderstorm* by Paulette Bourgeois to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.[7] Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: "What is Franklin's problem in the story?" (RL.K.1, RL.K.3, RL.K.7, SL.K.2, SL.K.6, L.K.1d)
2. Provide students with five to six cards of the images from the text and simple statements, such as "Franklin walks to Fox's house" and "The rain begins to fall." Ask students to place the events in order and retell what happens in the text. (RL.K.1, RL.K.2, RL.K.7, SL.K.2, SL.K.4, SL.K.6)
3. Ask the student: "Describe the weather at the beginning of the story. What weather words can you use to describe the weather?" (RL.K.3, RL.K.7, W.K.8, SL.K.2, SL.K.6, L.K.6)
4. Ask the student: "How does the weather change from the beginning of the story to the end of the story?" (RL.K.1, RL.K.2, RL.K.7, W.K.8, SL.K.2, SL.K.6, L.K.1d)
5. Ask the student: "What is one reason the animals give for why it rains? Is this reason real or imaginary?" (RL.K.1, RL.K.3, W.K.8, SL.K.2, SL.K.6, L.K.1d)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Weather and weather patterns • **Themes**: The impact of weather on living things • **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts	This task focuses on: • Understanding complex texts	**Read and understand text:** • Lesson 2 (sample tasks included) **Express understanding of text:** • Lesson 8 (sample tasks included) • Lesson 9 (sample tasks included)

[5] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[6] If students are already reading, allow them to read the text. This should be based on individual student ability.

[7] Ensure students have access to the printed text while testing.

EXTENSION TASK[8]

Part One: Weather Observation Log

1. At the beginning of the unit, have each student create a Weather Observation Log with a cover and blank white pages inside the log.
2. Ask students to observe the weather each day and tell them to create an entry for their weather observations. (W.K.8)
3. Each entry should contain the following:
    - The date of the observation (this can be prewritten on the pages as needed)
    - A labeled illustration of the weather (SL.K.5, L.K.1a-c, L.K.2c)
    - The labels should identify the weather words that can be used to describe the weather that day (e.g., rainy, sunny, hot, humid, etc.) (L.K.1a-c, L.K.2c-d, L.K.5c, L.K.6)
4. Once the observation log is finished, ask students to review their logs with a partner and discuss similarities and differences between the weather observations (e.g., Did the partners see the same weather? Was weather different depending on where they live? Were there several days in a row with the same weather? How many days did it rain?). Provide students with prompting questions as necessary. (RI.K.1, RI.K.7, RI.K.9, SL.K.1a-b, SL.K.3, L.K.1d)
5. Ask the pairs to write at least one sentence explaining the similarities and differences between their weather observations. (W.K.2; L.K.1a-c, e-f; L.K.1a-d; L.K.6)

Part Two: Weather Report

1. Read aloud *Weather Forecasting* by Gail Gibbons. Discuss the role of the weather service and a meteorologist. (RI.K.1, RI.K.2, SL.K.2)
2. Create a class chart of the seasons. (**Teacher Note:** Review the seasons with students based on information gained from *The Year at Maple Hill Farm* unit.) For each season, ask students to identify typical weather, such as sunny, hot, rainy, cold, windy, cloudy, etc. (W.K.7, W.K.8, L.K.5a)
3. Demonstrate how to describe a weather word in writing using sensory language (e.g., "It is raining outside. The sky has dark clouds, and rain is falling from them. The wind is blowing. I feel the cool air from the wind. I hear the rain splash in the puddles.").
4. Divide the class into pairs. Have the pairs select a weather word from the seasons chart. Ensure that across all the pairs, each season's weather is represented.

[8] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

5. Have students work in pairs to orally describe what their word looks like, feels like, etc. (e.g., "It is snowing outside. The air is cold. I feel wet snowflakes. I see a lot of white on the ground. People are wearing jackets.") (SL.K.1a-b)
6. Ask the pairs to create an illustration of their weather word based on their oral description. (SL.K.5)
7. Then split the pairs apart to create new groups. Ask the newly formed group to write a weather report similar to that given by a meteorologist that tells the audience what the weather will be and how best to prepare for the weather during each season (e.g., "It is going to be rainy this spring. Make sure to have an umbrella and rain boots!"). (W.K.3, W.K.7, L.K.1a-c, e-f; L.K.1a-d; L.K.6)

Winter	**Spring**
Summer	**Fall**

8. Then have each group present their various forecasts to the class. (SL.K.4, SL.K.6) Ensure students use illustrations to support their forecast. (SL.K.5)
9. Following the presentations, discuss the antonyms used to describe weather in the seasons. (L.K.5b)

Teacher Note:

- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (**W.K.5**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Weather and weather patterns • **Themes**: The impact of weather on living things • **Text Use**: Vocabulary development, understand the differences between text types, make connections between literary and informational texts, compare and contrast character experiences across texts	This task focuses on: • Taking notes based on observations • Comparing and contrasting observations • Creating and presenting a weather report based on the seasons	**Read and understand text:** • Lesson 1 **Express understanding of text:** • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[9] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[9] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[10] "The Weather Outside" from *National Geographic Young Explorer*, September 2011, pages 18-23	**TEXT DESCRIPTION:** This text introduces the unit by describing different weather conditions using various adjectives. **TEXT FOCUS:** This text introduces the concept of weather; students can read along as an expert reader reads it aloud. On subsequent readings of the text, students can join in the reading and/or take turns reading different portions of the text out loud independently. (RF.K.4) Students can describe the relationship between photographs and the text to understand the weather adjectives (e.g., *sunny, rainy, windy, cloudy,* and *snowy*) (RI.K.7, L.K.5c). Use this text to begin a list of "weather words." This display will be added to throughout the unit for use in students' speaking and writing. (W.K.8, L.K.6) Beginning the unit with a nonfiction text can help students when they are asked to explain what is real and what is imaginary in the anchor text.
LESSON 2: *Weather Words and What They Mean,* Gail Gibbons *Riding the Winds with Kalani*, University of Illinois Extension	**TEXT DESCRIPTION:** *Weather Words and What They Mean* uses illustrations and text features to introduce weather concepts such as *temperature, air pressure, moisture,* and *wind*. These terms are broken down further with drawings that closely match the textual information. The anchor text pages have illustrations that show imaginary weather events. Together, the texts show real and imaginary weather events. **TEXT FOCUS:** *Weather Words* expands on students' knowledge gained from "The Weather Outside" by building student understanding of temperature, wind, air pressure, and moisture. By using the illustrations to support understanding of complex vocabulary, students will continue to build a vocabulary display to be used throughout the unit of weather words. These vocabulary words will be used in the cold-read assessment and the writing assessment. Students will apply facts and vocabulary learned from *Weather Words* to describe the weather in *Cloudy with a Chance of Meatballs*. Students will discover that even though the story has a lot of imaginary events, there are connections to real weather. **MODEL TASKS** **LESSON OVERVIEW:** Read the text aloud—discussing in terms of the weather concepts presented in the words and the illustrations. Then, create a Weather Words chart. Encourage students to show their understanding of the weather in the anchor and the vocabulary from the informational text through a writing activity about a weather-related event. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the book *Weather Words* aloud, stopping along the way to note weather terminology and allow students to analyze the illustrations that accompany each description. (RI.K.10)

[10] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	• Second Reading: Turn to page 6 and find the word TEMPERATURE in the box at the top. Model for students the kinds of strategies a skilled reader uses to construct meaning and cope with comprehension problems. For example, read pages 6-7 aloud. Project the text for students to follow along. Point to the words as you read them, showing students how to track print with an informational text. (RF.K.1a, c) Demonstrate for students how to construct meaning and think through trouble spots. Possible examples: o "This word must be temp-er-a-ture and not ther-mo-meter because it doesn't begin with /th/." o Describe visual images formed while reading and connect to prior knowledge: "It says that the temperature goes up and down. What does that look like on a thermometer? Let's act out the following: How does it feel when the temperature goes up outside? How does it feel when the temperature goes down outside?" (L.K.5c) o Show how you monitor your ongoing comprehension and become aware of problems: "I wonder what the word 'mild' means? Have I heard that word before? (RI.K.4, L.K.5c) Let's look at the illustration and read the text. What time of day does 'mild' describe? How does the temperature feel at that time of day? What might 'mild' mean?") • Word Work: Create a categorized vocabulary chart for students to use throughout the unit. **Weather Words** TEMPERATURE / AIR PRESSURE MOISTURE / WIND o Review the list created in Lesson 1. Work with students to categorize those words. Add a definition and/or illustration for students to remember the meaning of the word. (SL.K.5, L.K.5a) o Then project the following words from *Weather Words and What They Mean*: *fair, humid, temperature, moisture, mild, chilly, dew, frost, cloud, drizzle, shower, flood, thunder, lightning, flurries, sleet, blizzard, hail, gusty, gale, hurricane, tornado,* and *front.* For each, ask students what consonant and sound is at the beginning of the words. (RF.K.1d, RF.K.3a)Then discuss the meaning of each word, encouraging students to support their understanding by referring to the illustrations. (RI.K.4, RI.K.7, SL.K.2, L.K.1d, L.K.5c)

TEXT SEQUENCE	TEXT USE
	o Divide the class into pairs. Provide each pair a set of cards with each word written on a single card. Then, have the pairs create a picture to represent what the weather looks like for that word. Work with students to add the completed cards to the appropriate category on the Weather Words chart. (SL.K.5, L.K.5a) o Display the chart, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. (L.K.6) o To further support student understanding of the weather terms, project the computer screen to allow students to see and hear Riding the Winds with Kalani. As you work through the website with students, encourage them to add additional weather words to the class anchor chart. Additional activities to accompany this website are available here.[11]
LESSON 3: *The Cloud Book*, Tomie dePaola	**TEXT DESCRIPTION:** This text introduces the 10 most common types of clouds, as well as myths that have been inspired by clouds and what these clouds can tell about the coming weather. **TEXT FOCUS:** *The Cloud Book* connects to the other texts in the unit by providing more information regarding clouds and how clouds impact the weather. Using illustrations to support understandings, students will learn about the different types of clouds. Students will add to the vocabulary display by adding the different types of clouds. Students will be able to understand the connection between clouds and weather. **MODEL TASKS**[12] **LESSON OVERVIEW:** Students listen to the text read aloud. They work together to identify headings for each section in the text based on the main topic. Then students engage in a class discussion about the text before identifying what is real and imaginary about clouds in the text. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the entire book. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. Display or project the book while reading the story. This way, students can look at the illustrations, which enhance the story. (RI.K.10) • Second Reading: Reread each section of the text. As a class, name the headings for each section of the text. Place the heading names on the board.

[11] http://urbanext.illinois.edu/kalani/activities.cfm
[12] This lesson is adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE
	o Work as a whole class to determine appropriate headings for each section of the text: ▪ "What is the main idea of this section? (RI.K.1, RI.K.2) I would say _____. We call that a *heading*. Headings help the reader understand what they will read about. Do you think _____ is a good heading to help readers understand what they will read about? How do you know?" • Class Discussion: Lead a discussion in which students identify and describe the knowledge they gained about clouds from reading the text. As necessary, reread portions of the text for help answering a specific question. Ask students to pair up with a shoulder partner to discuss answers to various questions. (SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6) Sample questions for students: o Ask students: "What is this book about? Give an example of one thing you've learned about clouds." (RI.K.1, RI.K.2) o Ask students: "Identify an illustration in the text that helped you understand the text. What do you see in the illustration? How does it help you know more about clouds?" (RI.K.1, RI.K.7) o Ask students: "Identify the three main types of clouds." Show pictures of the clouds and ask students to match the picture with the cloud name. Then say, "Let's add these cloud names to our Weather Words chart." Use a process similar to Word Work in Lesson 2. (RI.K.4) o Ask students: "What kind of weather is associated with each cloud type? How do you know?" (Reread the various sections as necessary.) (RI.K.1, RI.K.3, RI.K.7) o Ask students: "What do you notice about the names of the other seven types of clouds (cirrocumulus, cirrostratus, altostratus, altocumulus, nimbostratus, nimbocumulus, and cumulonimbus)?" **EXPRESS UNDERSTANDING:** • Student Practice: Reread pages 1-19. Ask students: "What is real and imaginary about clouds?" Sort the ideas from the pages using a two-column chart[13] labeled "Real" and "Imaginary." (RI.K.1, RI.K.2)

[13] http://freeology.com/wp-content/files/twocolumnchart.pdf

TEXT SEQUENCE	TEXT USE
LESSON 4: *Bringing the Rain to Kapiti Plain*, Verna Aardema	**TEXT DESCRIPTION:** This text is a tale from Kenya that is written to the rhythm of the popular English nursery rhyme "The House That Jack Built." It tells the story of how a Kenyan man shoots a large thunder cloud to end a drought on Kapiti Plain. **TEXT FOCUS:** This text, similar to the anchor, presents an imaginary situation involving the weather. The rhythm and rhyme of the text make it engaging for students to listen to. Students should be able to make connections between *The Cloud Book* and the solution that Ki-Pat comes up with to solve the problem of the drought in *Bringing the Rain to the Kapiti Plain*. Students can apply facts and vocabulary learned from *The Cloud Book* to describe the clouds and weather in *Bringing the Rain to Kapiti Plain* and how the weather changes from the beginning until the end. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in multiple readings of the text to study the setting, characters, and major events. Students use vocabulary to understand the meaning of the text. Finally, students identify what is real and imaginary in the text, as compared to information from *The Cloud Book*. **READ AND UNDERSTAND THE TEXT:** • Pre-reading: Ask students to recall information they learned about Africa from *Here Is the African Savanna* and *Mama Panya's Pancakes*. Prompt them to remember what was important to the African savanna (i.e., grass). (**Teacher Note:** Use the illustration created when reading *Here Is the African Savanna* to support students' recall of information from the *Mama Panya's Pancakes* unit.) After students identify grass, ask them to recall what plants need to survive (i.e., water, sunlight) by drawing on the *From Seed to Plant* unit. • First Reading: Read pages 1-4. Project the illustrations for students to see. Then engage students in various tasks to demonstrate understanding of the text. o Ask students: "Why are the grasses green in the illustrations? Listen as I reread the first four lines of the text: 'This is the great/Kapiti Plain,/All fresh and green/from the African rains—.' Consider the word *from*. If something is *from* something else, that means it starts there or is the result of it. So why are the grasses on the Kapiti Plain fresh and green?" (RL.K.1, RL.K.4, RL.K.7, L.K.1e) o Ask students: "What happened one year? (**RL.K.3**) Consider the word *belated*. Let's break *belated* into its syllables. (**RF.K.2b**) Now listen as I say three syllables. What do you think *belated* means? (**L.K.4b**) Now listen as I reread the sentence with *belated* in it: 'But one year the rains/were so very belated,/That all of the big wild/creatures migrated.' What happened to the rain? (**RL.K.4**) What does that mean happened to the grass? Why did the animals *migrate* or leave the plain? When there is no rain and the ground dries up, that is called a *drought*. Let's add *drought* to our Weather Words chart."

TEXT SEQUENCE	TEXT USE
	o Ask students: "Describe what has happened at the beginning of *Bringing the Rain to Kapiti Plain*." (RL.K.1, RL.K.2, SL.K.2, SL.K.4, SL.K.6) • Second Reading: Read the entire text. Project the illustrations for students to see. Then engage students in various tasks to demonstrate understanding of the text. (RL.K.10) o Ask students: "What kind of cloud shadows the Kapiti Plain? Based on *The Cloud Book*, what kind of weather comes from that kind of cloud?" (RL.K.1, RL.K.7) o Ask students: "How did the feather help change the weather on Kapiti Plain? How did Ki-Pat use the feather? What happened when Ki-Pat shot the cloud? Could this really happen?" (RL.K.1, RL.K.2, RL.K.7) • **Note for Small-Group Reading:** Reinforce rhyme recognition and production using *Bringing the Rain to Kapiti Plain.* For example: o Display rhyming lines from *Bringing the Rain to Kapiti Plain* and use sticky notes to cover the second word in a rhyming pattern. Read the lines and have students guess what rhyming word may be underneath the sticky note. (RF.K.2a) o Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) makes sense in the sentence. Finally, reveal the "secret" word to the students. (RF.K.1b, RF.K.3c, L.K.2c, L.K.2d) o Use Wikki sticks or highlighters to find words that rhyme (e.g., *rain/plain, dead/overhead, dry/sky, herd/bird, feather/weather*). (RF.K.2a, RF.K.2d) o Students can also count the words, spaces, or letters in a line. (RF.K.1b, RF.K.1c) **EXPRESS UNDERSTANDING:** • Student Practice: Ask students: "What is real and imaginary about the events of *Bringing the Rain to Kapiti Plain*?" As a class, sort the main events of the text using a two-column chart[14] labeled "Real" and "Imaginary." (RL.K.1, RL.K.2, RL.K.3, RL.K.5, RI.K.9)
LESSON 5: *Cloudy with a Chance of*	**TEXT DESCRIPTION:** The little town of Chewandswallow does not have weather like any other place: the weather comes three times a day as the town's breakfast, lunch, and dinner. When extreme weather makes the town unlivable, the residents

[14] http://freeology.com/wp-content/files/twocolumnchart.pdf

TEXT SEQUENCE	TEXT USE
Meatballs, Judi Barrett	must find a way to leave the town to go to a place with normal weather. **TEXT FOCUS:** This story provides students with an imaginary situation involving weather. Students can begin taking note of what is imaginary in the anchor by retelling the major events in the story and identifying the characters and setting. (RL.K.1, RL.K.2, RL.K.3) **MODEL TASKS**[15] **LESSON OVERVIEW:** As the first reading of the text, students will retell the major events in the story by identifying the characters and setting. After students have retold the events of the text, they will then answer the question, "How did the weather change from the beginning to the end of the story?" Students will revisit specific events in later reads. • Pre-Reading: Prior to reading the text, share with students the name of the author and illustrator and ask them the role of each in the text. (RL.K.6) • First Reading: Read aloud the entire book. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. Display or project the book while reading the story. This way, students can look at the illustrations, which enhance the story. (RL.K.10) • Second Reading: Reread pages 5-11. Stop at various points in the story for students to engage in a discussion about the book to demonstrate understanding. (SL.K.1a-b, SL.K.2) Sample questions for discussion: o "Listen to me say the name of the town. What words do you hear in the name? Why do you think the author named the town Chewandswallow?" (RF.K.2b) o "The book says that Chewandswallow was 'very much like any other tiny (or small) town,' except for the weather. How is the weather different in Chewandswallow?" o "The citizens of Chewandswallow watch the weather report on the television. We listen to the weather report for a prediction of whether it will be hot or cold or rainy. This helps us to dress properly or plan appropriate activities. Why did the people in Chewandswallow listen to the weather report? How did they prepare for their weather? What do they do if they are hungry between meals? Turn and tell your partner one way the people of Chewandswallow handle the weather." • Third Reading: Reread pages 5-15. Stop at various points in the story for students to engage in a discussion about the

[15] This lesson is adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE
	book to demonstrate understanding. (SL.K.1a-b, SL.K.2) o Divide the class into groups of three or four students. ▪ Ask each group to discuss some examples of breakfast, lunch, and dinner in the town of Chewandswallow. ▪ Project each illustration on page 12, 13, and 14. For each illustration, ask groups to look at the details of the illustration: "What is happening in this picture?" (RL.K.1, RL.K.3, RL.K.7) Then reread the text on the page. Ask groups, "How does the illustration connect to the written description on the page? How does the illustration add details that are not in the written description on the page?" (RL.K.1, RL.K.7) ▪ Project the illustration on page 16. Ask groups, "How is this garbage truck similar to or different from our garbage trucks? Why are there differences? What is one question you have about this illustration?" (RL.K.1, RL.K.7) ▪ Ask groups: "Is eating food from the sky good or bad in Chewandswallow?" ▪ Ask groups: "What happens in Chewandswallow that couldn't actually happen in real life? What happens that does happen in real life?" Record answers on a class chart[16] labeled "Real" and "Imaginary." o Discuss the same questions as a whole class. Call on each group to share out their ideas and responses to the questions as discussed in their group. (SL.K.3, SL.K.4, SL.K.6) • Word Work: Continue to work with the language of the text for students to understand the meaning of the academic vocabulary that relates to weather. o Discuss how even though the weather is imaginary, the words used to describe the weather in Chewandswallow can be used to describe real weather conditions (e.g., *wind blew in storms, varied*, *coming down*, *brief shower*, *low clouds moved in*, *sprinkled*, *rained*, *blew in from the northwest at about five miles an hour*, *wind shifted east*, *drizzle*, *becoming heavy at times*, *occasional*, *gradual clearing*). o Have students add the terminology to the appropriate box on the Weather Words chart from Lesson 2. Use a process similar to the one described in Lesson 2. (RL.K.1, RL.K.4, RL.K.7, SL.K.2, L.K.5c) • Fourth Reading: Reread pages 16-22. Stop at various points in the story for students to engage in a discussion about

[16] http://freeology.com/wp-content/files/twocolumnchart.pdf

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>
the book to demonstrate understanding. (SL.K.1a-b, SL.K.2)

Create a class chart with one column labeled “Cause” and the other one labeled “Effect.”

<table>
<tr><th>Cause</th><th>Effect</th></tr>
<tr><td>Too much spaghetti fell on the town.</td><td>There was a traffic jam.</td></tr>
<tr><td>Pea soup fog settled on the town.</td><td></td></tr>
<tr><td>A big pancake fell on the school.</td><td></td></tr>
<tr><td>The townspeople ate too many cream cheese and jelly sandwiches.</td><td></td></tr>
<tr><td>There was a pepper storm.</td><td></td></tr>
</table>

Ask students to identify the effect of each cause. They should write or dictate the effects.
Model the first example for students.

Fifth Reading: Reread the entire text.
Class Discussion: Lead a discussion in which students identify and describe the setting and retell major events of the text, using key details and illustrations. (RL.K.1, RL.K.2, RL.K.3, RL.K.7) As necessary, reread portions of the text for help answering a specific question. Ask students to pair up with a shoulder partner to discuss answers to various questions. (SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6)
Student Practice: Have students work in pairs or small groups to draw and label an event from the story. (RL.K.3; RL.K.7; SL.K.1a-b; SL.K.5; L.K.1a-c, e; L.K.2a-d) Each drawing should include accurate labels for the setting and the weather event, using words from the vocabulary display created in Lesson 2 (e.g., “raining soup” or “storms of hamburgers”). (W.K.7, W.K.8, L.K.6)

EXPRESS UNDERSTANDING:

Shared Writing: Conduct a shared writing[17] task in which the class answers the question, “How is weather at Chewandswallow the same as real weather?” (RL.K.1, RI.K.9, W.K.2, W.K.8)

</td></tr>
</table>

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Have the class identify the topic and supply some information. ○ Guide the writing process while students write the parts they know using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer). (W.K.6) Demonstrate how to write the unknown parts of words. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example**,** the first sentence may be: "The weather at Chewandswallow is the same as real weather because there are different types of weather." Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying "Period." (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) ○ Read the first sentence with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing activity, model the use of the vocabulary charts. (L.K.6) ○ Ask students to find capital or lowercase letters, identify the letters that relate to the students' names, count the words, and identify punctuation. (SL.K.1a, b) Place the text where the students can read it. (RF.K.4) • Independent Writing: Have students write independently, using a combination of drawing, dictating, and writing. ○ Ask students to compose a response to the following prompt: "Select one of the weather events discussed during the shared writing (rain, thunderstorm, wind, flood, etc.). Draw an illustration of the weather and label the illustration using words from the vocabulary chart." (SL.K.5) ○ Ensure students use at least two words from the vocabulary display and print many upper- and lowercase letters, use frequently occurring nouns and verbs, and spell simple words phonetically. (L.K.1a, b, c; L.K.2c, d) • **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing. (W.K.5)
LESSON 6: "The Wind," James Reeves	**TEXT DESCRIPTION:** This poem is a riddle that describes wind. **TEXT FOCUS:** Use this text for students to understand more about the actions of wind. Students can also better understand the difference between a story, an informational text, and a poem. (RL.K.5) **MODEL TASKS**[18]

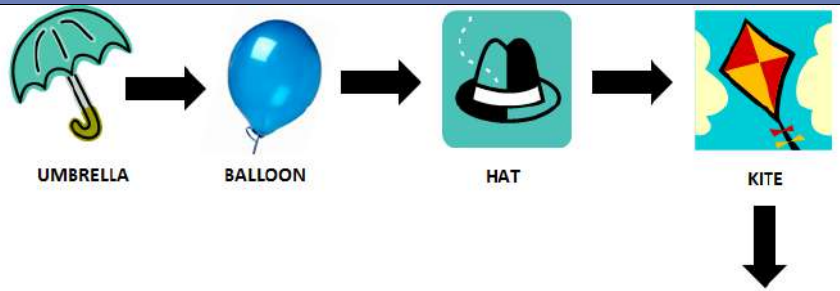
[18] This lesson is adapted from a lesson produced for the Read-Aloud Project.

TEXT SEQUENCE	TEXT USE

	LESSON OVERVIEW: In this lesson sequence, the teacher uses a variety of strategies to actively engage students in searching for meaning in the figurative language and rich vocabulary of a poem. Students learn to test inferences against specific details of the text, to take three-dimensional "notes," and to use those notes to more deeply understand the meaning of the poem. Discussion and a short writing exercise help students to synthesize what they have learned.
	
	READ AND UNDERSTAND THE TEXT:
	
	• First Reading: Read the poem aloud without reading the title. This way it becomes a riddle.
	  o Ask students to listen to the poem and try to guess the title, which tells the reader what the poem is about.
	  o Read the poem straight through, with expression. Use tone and volume to help students understand each line and to provide some context for inferring unknown words (e.g., use a soft voice when the wind is gentle and a loud voice when the wind is strong).
	  o Then asks students, "What do you think the title might be? What is this poem about?" Record student responses on the board without comment or judgment. (RL.K.10)
	• Second Reading: Guide students through a second reading, evaluating the list of student guesses against specific lines in the text.
	  o Stop after reading each line to discuss its meaning and consider the list of student guesses (e.g., "Are there any guesses on the list that should be eliminated? Why? [Erase these.] Are there some that now seem more likely than others? [Put a star next to these.] Are there any new possibilities we should add?") (SL.K.1a-b, SL.K.2, SL.K.3) Introduce vocabulary words as needed during this discussion, drawing meaning from context wherever possible. (RL.K.4, L.K.6)
	  o Say, "Now that you have looked at the poem more carefully, what do you think this poem is about?" Call on a few students to make a final "guess" about the title, asking them to explain their choices by pointing out what, in the poem, supports their thinking.
	• Third Reading: Uncover the title to see if any guesses are correct. Then guide the class in determining the things that wind can do. (RL.K.2) Discuss what makes this a poem rather than a storybook. (RL.K.5)
	• Fourth Reading: Project the text and read it aloud. Point to each word as it is read so students can practice tracking print. Depending on student ability, ask for student volunteers to point to the words as they are read. (RF.K.1a, c) Ask students to join in the reading of the poem as they are comfortable.
	• Word Work: Have students add words to describe wind on the Weather Words chart using a process similar to the one described in Lesson 2 (e.g., *drive* (*driving*), *storm-clouds*).

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Gather a set of objects or pictures to represent each line in the poem. Engage students in using these objects or pictures to further understand the poem. o Show students the objects (or pictures). Ask them to help you locate the line or phrase in the poem that each item represents. Reread each line as it is identified and have the class repeat the line aloud. o Give each student one of the props (be sure everyone has an object or picture, even if they are repeated). Reread the poem aloud and instruct students to hold up their object when it is mentioned in the poem. o Create two class sorting mats using two different colored pieces of poster paper. Label one "Rave and Riot" and the other "Quiet as Quiet." Lead the class in sorting their objects into these two categories. ▪ Ask students to bring their objects to the front of the room. ▪ Have the class recall the part of the poem the item represents; discuss whether the example shows that the wind can "rave and riot" or that the wind can lie "quiet as quiet." ▪ Then, place the object on the correct mat. When all items have been sorted, guide the students in using the concrete details of the poem to understand the author's personification of the wind. ▪ Save these three-dimensional "notes" for the next day's writing. **EXPRESS UNDERSTANDING:** • Student Writing: Reread the poem together. Take out the three-dimensional notes and review them. o Create a class writing template with the heading "Sometimes the wind is strong." Ask students to use the notes taken during the class discussion to fill in some examples of when the wind is strong. Write the examples as students identify them in a color that matches the sorting mat color for "Rave and Riot." Ensure students are providing examples from the notes, not their personal experiences. o Then divide the class into pairs. Provide each pair with a similar writing template with the heading "Sometimes the wind is gentle." Discuss how *strong* and *gentle* are opposites, or antonyms. (L.K.5b) Ask pairs to repeat the process done , using the class notes and a combination of drawing, dictating, or writing to identify one way the wind is gentle. (W.K.2, L.K.1a-c, e-f; L.K.2a-d; L.K.6) • Independent Writing: Have students complete the following frame: "I like the wind when it is_____." (W.K.1, L.K.1a-c, e-f; L.K.2a-d; L.K.6)

TEXT SEQUENCE	TEXT USE
LESSON 7: *The Wind Blew,* Pat Hutchins *Cloudy with a Chance of Meatballs*, Judi Barrett	**TEXT DESCRIPTION:** *The Wind Blew* uses simple rhyming verse and colorful illustrations to tell the story of a playful wind that blows through town to show students how the forces of nature can impact the people's lives. **TEXT FOCUS:** Use these texts to establish how weather impacts people and events. (RL.K.9) **MODEL TASKS** **LESSON OVERVIEW:** After listening to the text read aloud, students retell the events in the story by identifying the characters, settings, and major events. Then students answer the question, "How did the weather change from the beginning to the end of the story?" using weather words from the vocabulary display. Finally, students compare and contrast how weather impacts people in *The Wind Blew* and *Cloudy with a Chance of Meatballs*. **READ AND UNDERSTAND THE TEXT:** • Pre-Reading: Introduce the title, author, and illustrator of *The Wind Blew* to students. Ask students if they think the book is real or an imaginary story. (RL.K.5, RL.K.6) • First Reading: Read aloud the entire story with minimal interruptions. • Second Reading: Reread the story and create a class chart of the sequence of events based on the items that are affected by the wind. o Provide students with a picture or object to add to the sequence. Have students add the pictures to the chart and verify the order by rereading portions of the text aloud. o Prompt students to name each object/picture. Ask them to count the syllables in multisyllabic words (i.e., *umbrella* and *balloon*), orally segment the phonemes CVC words (i.e., *hat*), and segment and then blend the onset and rhyme in single-syllable words (i.e., *kite*) in each word and then blend the names of each object/picture. (RF.K.2b, c, d) o Then work with students to label the pictures using a shared pen technique. Ask students to orally spell the words as they are written. (RF.K.1b-d, RF.K.3a-b, L.K.1a-b, L.K.2c-d) Then have students read the words as a class and retell the story in pairs. (RL.K.2)

TEXT SEQUENCE	TEXT USE
	 • **Note for Small-Group Reading:** Reinforce rhyme and letter recognition using *The Wind Blew.* For example: o Display rhyming lines from *The Wind Blew* and use sticky notes to cover the second word in a rhyming pattern. Read the line and have students guess what rhyming word may be underneath the sticky note. (RF.K.2a) o Write their guesses (or have them write or dictate their guesses, depending on student ability) on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. Have students decide which word(s) make sense in the sentence. Finally, reveal the "secret" word to the students. (RF.K.1b, RF.K.3c, L.K.2c, L.K.2d) o Use Wikki sticks or highlighters to find words that rhyme (e.g., *go/snow, glossed/frost, spice/ice, fly/cry*) or words that have the same beginning or ending sounds. (RF.K.2a, RF.K.2d) o Students can also count the words, spaces, or letters in a stanza. (RF.K.1b, RF.K.1c) **EXPRESS UNDERSTANDING:** • Class Discussion: Lead a discussion in which students compare and contrast the experiences of people in *The Wind Blew* with the experiences of people in *Cloudy with a Chance of Meatballs*. Create a class Venn diagram or H-chart to record the comparisons. Ask students which events could actually happen in each text and which events are imaginary. (RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.9, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6)
LESSON 8: *The Rain Came Down*, David Shannon *Cloudy with a Chance of Meatballs*, Judi Barrett	**TEXT DESCRIPTION:** This text describes a chain of events when it rains and the reverse events when the rain stops. The rain is depicted as something problematic in the text. **TEXT FOCUS:** This text is similar to the anchor as it presents students with a narrative where the characters are affected by the weather. Students can work to sequence the text. Provide them with a frame that leaves off the verbs and ask students to fill in the appropriate words. Provide students with a set of the illustrations from the text. Read sentences from the text and ask students to locate the illustration that depicts the text and to sequence the events. (RL.K.2, RL.K.7) Have students identify the problem in the story and how characters respond to the problem. (RL.K.3) Students can also compare the characters' actions in *The Rain Came Down* to the characters' actions in *Cloudy with a Chance of Meatballs*. (RL.K.9, W.K.8)

TEXT SEQUENCE	TEXT USE
LESSON 9: "April Rain Song," Langston Hughes	**TEXT DESCRIPTION:** This poem uses figurative language and imagery to describe rain and the speaker's feelings about rain. **TEXT FOCUS:** This poem connects to the anchor and literary texts by describing rain. **MODEL TASKS** **LESSON OVERVIEW:** Prompt students to recognize the differences between stories and poems. (RL.K.5) Ask students to describe how the poet feels about rain. Using personal experiences, compare the poet's experiences to their own experiences. **READ THE TEXT:** • First Reading: Read and discuss "April Rain Song" by Langston Hughes. Work with students to identify the differences between a poem and a story. (RL.K.5) • Second Reading: Review the five senses as needed. Divide the class into pairs. Assign each pair a sense. Reread the poem. During this reading, ask the pairs to listen for a descriptive word or phrase that the poet uses to appeal to their assigned sense. **UNDERSTAND THE TEXT:** • Class Discussion: Discuss the examples the pairs identified. Then discuss the meaning of the poem. o Ask students: "How does the speaker of the poem feel about the rain? How do you know?" (RL.K.1, RL.K.3) o Ask students: "How are the feelings about rain in this poem similar to or different from the characters' feelings about rain in *The Rain Came Down*?" (RL.K.1, RL.K.3, RL.K.9, L.K.1d) Divide the class into pairs. Assign each pair a sense. Reread the poem. Working in pairs, have students write or draw in the graphic organizer to show examples for each of the senses. **EXPRESS UNDERSTANDING:** • Independent Writing: Have students select a type of weather (e.g., rainy, snowy, sunny, etc.) and write their own story about what they do in the weather. (W.K.3) Ask students to add an illustration to enhance their story. (SL.K.5) Ensure students explain what the weather means to them by drawing, dictating, or writing a few sentences about what they do during that weather. Have students name themselves as author and illustrator.
LESSON 10: *Franklin and the Thunderstorm*, Paulette Bourgeois	**TEXT DESCRIPTION:** This book tells the story of Franklin, who worries about an approaching thunderstorm. While at a play date at Fox's house, his friends help him be less afraid of the storm by telling some silly stories about what causes thunder and lightning. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task

TEXT SEQUENCE	TEXT USE
LESSON 11: *Weather Forecasting*, Gail Gibbons	**TEXT DESCRIPTION:** This text explains the job of meteorologists. Throughout the text, there is forecasting language, accompanied by illustrations that support the text. **TEXT FOCUS:** Students continue to build their knowledge of weather by seeing how specific weather is connected to seasons. Students are introduced to a new purpose of language by learning how forecasters use words and phrases to predict and describe the weather. **MODEL TASKS** **SAMPLE SUMMATIVE TASK:** Extension Task
LESSON 12: Various texts from the unit	**MODEL TASKS** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

UNIT: *A Is for America*

ANCHOR TEXT[1]

A Is for America, Devin Scillian (Informational)

RELATED TEXTS

Literary Texts (Fiction)

- *The Scrambled States of America,* Laurie Keller (Reader's theater script[2] for the text)
- *America the Beautiful*, Katharine Lee Bates and Chris Gall, Neil Waldman, or *America the Beautiful,* Wendell Minor

Informational Texts (Nonfiction)

- The following texts are available from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology:[3]
  - "The Home of the President: Washington, D.C." (pages 14-17)
  - "George Washington" (pages 48-51)
  - "Thomas Jefferson" (pages 58-61)
  - "Abraham Lincoln" (pages 75-78)
- *America Is…*, Louise Borden

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "America the Beautiful"[4] (audio)
- U.S. Symbols,[5] BrainPOP Jr.

UNIT FOCUS

Students read informational and literary texts in order to gather information about people, events, symbols, and ideas that are representative of the United States of America. Students begin to develop an understanding of the United States as being composed of 50 different states. Students will also explore the legacies of America's founders and be introduced to several national symbols, including the American flag, the White House, and the Statue of Liberty.

Text Use: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts

Reading: RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading Foundational Skills:[6] RF.K.1b, RF.K.1c, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4

Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-c, L.K.6

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Page 162: Instructional Framework

Pages 163-178: Text Sequence and Sample Whole-Class Tasks

[1] Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade K Domain 12 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available here.

[2] http://www.lauriekeller.com/download/ScrambledStatesReadersTheater.pdf

[3] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

[4] http://choralmusic.com/audio/americathebeautiful_satb.mp3

[5] http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/

A Is for America Unit Overview

Unit Focus

- **Topics**: American symbols and US presidents
- **Themes**: The importance of valuing the United States and its history, patriotism
- **Text Use**: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts

Summative Unit Assessments

A culminating writing task:

- Use knowledge gained from texts in writing
- Write complete sentences
- Use vocabulary learned in the unit

A cold-read task:

- Understand a complex text
- Understand academic vocabulary
- Write in response to a text

An extension task:

- Conduct shared research
- Develop questions and write complete sentences
- Create a class research book

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1:** "The Home of the President: Washington, D.C." (sample tasks)
- **Lesson 2:** U.S. Symbols (sample tasks)
- **Lesson 3:** *A Is for* America (sample tasks)
- **Lesson 4:** "F" from *A Is for America* and *The Scrambled States of America* (sample tasks)
- **Lesson 5:** "G" from *A Is for America* and "George Washington"
- **Lesson 6:** "J" from *A Is for America* and "Thomas Jefferson"
- **Lesson 7:** "L" from *A Is for America* and "Abraham Lincoln" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand
- **Lesson 8:** "George Washington," "Thomas Jefferson," and "Abraham Lincoln" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand (sample tasks)
- **Lesson 9:** *America the Beautiful*, "America the Beautiful**," and** *A Is for* America
- **Lesson 10:** *America Is…* (cold-read task)
- **Lesson 11:** Various texts from the unit (culminating writing task)
- **Lesson 12:** (extension task)

[6] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[7]

Have students respond to the following prompt: "Write about one of the US presidents or symbols that we read about. Identify the person or symbol and write or draw one fact about the person or symbol and why the person or symbol is important."

Teacher Notes:

- *Students are asked to demonstrate knowledge about a US president or symbol through a combination of writing, dictating, and drawing. (RL.K.3, RL.K.7, W.K.8, SL.K.5)*
- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. Provide sentence frames[8] for students who need help writing complete sentences (e.g., _____ [name or drawing of person or symbol] is _____ [fact]. _____[name or drawing of person or symbol] is important because _____."). The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *The completed writing should use words from the unit vocabulary dictionary. (L.K.6)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, and writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: American symbols and US presidents • **Themes**: The importance of valuing the United States and its history, patriotism • **Text Use**: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts	This task assesses: • Using knowledge gained from texts in writing • Writing complete sentences • Using vocabulary learned in the unit	• Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 6 • Lesson 7 • Lesson 11 (use this task)

[7] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[9]

Read aloud[10] *America Is…* by Louise Borden to all students. Then ask students to answer a combination of orally read multiple-choice and constructed-response questions about the text.[11] Support students by rereading portions of the text as needed. Sample questions:

1. Show the cover of the book. Ask students: "What US symbols do you see on this cover?" Have students write or draw the symbols they see. (RI.K.1; RI.K.7; L.K.1a, b; L.K.2c; L.K.6)
2. Ask students: "What is another name for country?" (RI.K.4, L.K.5a, L.K.6)
    a. City
    b. State
    c. Nation
3. Show students pages 1 and 2 of the text. Reread the text on page 2. Then ask students: "What symbol on these pages represents *freedom*?" (RI.K.1, RI.K.3, RI.K.4, RI.K.7, L.K.6)
    a. The setting sun
    b. The different boats
    c. The Statue of Liberty
4. Ask students: "Identify one detail in *America Is…* that is similar to where you live." Have students write or draw the detail. (RI.K.1, RI.K.2, L.K.5c)
5. Ask students: "Identify three things America is according to the text." Have students write down or draw their answer. Reread portions of the text as needed, and display the illustrations to support students in answering the question. (RI.K.1; RI.K.2; RI.K.7; RI.K.8; L.K.1a, b; L.K.2c; L.K.6)

[9] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[10] If students are already reading, allow them to read the text. This should be based on individual student ability.

[11] Ensure that students have access to the printed text while testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: American symbols and US presidents • **Themes**: The importance of valuing the United States and its history, patriotism • **Text Use**: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts	This task focuses on: • Understanding a complex text • Understanding academic vocabulary • Writing in response to a text	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) **Express understanding of text:** • Lesson 9 • Lesson 10 (use this task)

EXTENSION TASK[12]

Create a research book about the lives and presidencies of notable US presidents.

1. Divide the class into groups. Assign each group a different US president not studied in the unit.
2. Give each group a picture and the name of the president.
3. Provide each student with a five-column graphic organizer labeled (1) Who, (2) When, (3) Where, (4) What, and (5) How.
4. At the top of the graphic organizer, have students write the name of their assigned president. (L.K.1a, L.K.2c)
5. For each column, ask the groups to develop a question they want answered about their assigned president. For example, "When was Franklin Roosevelt president?" or "What did Ronald Reagan do as president?" Support groups in writing their questions as needed and work with them to revise any questions that need further clarification. (L.K.1a-f, L.K.2a-d, L.K.6)
6. Gather a series of resources that will answer the groups' questions in advance of conducting the class research. These resources should be both print and digital.
7. Conduct research as a class. (W.K.7) Have each group introduce their assigned president and ask their questions. (SL.K.1a-b, SL.K.3, SL.K.4, SL.K.6)
8. Project or display resources and engage students in locating the answers to their questions by reading aloud portions of the various resources or by having students use visual aids to locate their answers. (SL.K.2, W.K.8)
9. As groups get an answer to their question, have them write, dictate, or draw the answer in the appropriate column. (W.K.2)
10. Gather the graphic organizers and place them into a class book along with the pictures of the US presidents.
11. Place the research book in the classroom library for students to read on their own. (RF.K.4)

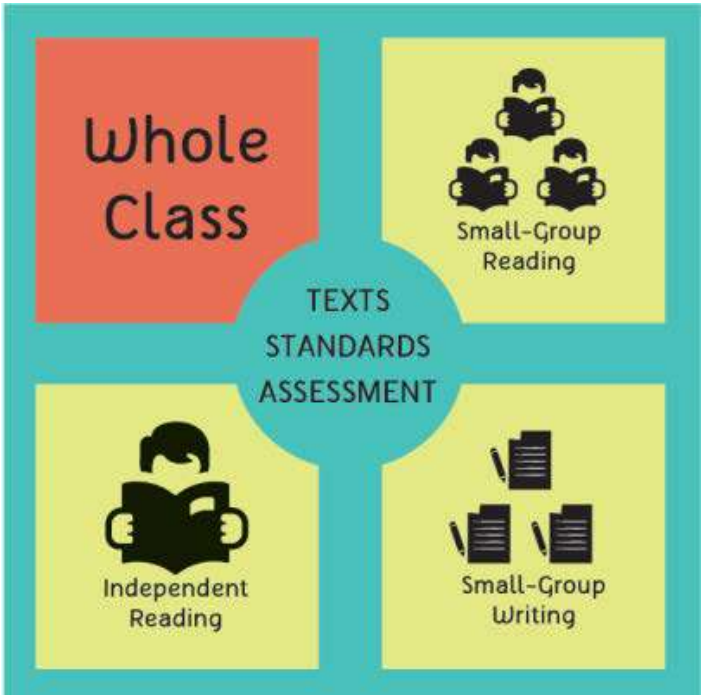
[12] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: American symbols and US presidents • **Themes**: The importance of valuing the United States and its history, patriotism • **Text Use**: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts	This task focuses on: • Conducting shared research • Developing questions and writing complete sentences • Creating a class research book	• Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 6 • Lesson 7 • Lesson 8 (sample tasks included) • Lesson 12 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[13] to locate additional information about this interactive framework.



Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and important people and symbols that represent the United States. Students will progressively build knowledge throughout the unit using the following tools.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- What Is America? Journal: Students create and maintain an interactive notebook[14] **that contains a section for the symbols and people learned about in each text read in the unit. Begin in Lesson 1.**

TEXT SEQUENCE	TEXT USE
LESSON 1:[15] "The Home of the President: Washington, D.C." from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (Pages 14-17)[16]	**TEXT DESCRIPTION:** This informational text introduces and explains the White House and Washington, DC, as the locations of the president of the United States and many other important American monuments and symbols. The text also identifies the American flag and the Pledge of Allegiance. **TEXT FOCUS:** By introducing many American icons, this text will begin the unit study by further explaining important symbols and people in the United States. Students engage in asking and answering questions about important US symbols and people. (RI.K.1, RI.K.3, RI.K.9) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud. They begin working on building a Unit Vocabulary Dictionary. Then they engage in a discussion and begin the What is America? Journal to be kept throughout the unit. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud "The Home of the President: Washington, D.C." following the procedures, beginning with the "Purpose for Listening" section on page 13 and continuing until page 17 of the Domain 12 Read-Aloud Anthology from the Core Knowledge Kindergarten Listening and Learning Strand. (RI.K.10, SL.K.2) • Word Work: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.K.6) o Use a similar process throughout the unit for building the unit vocabulary dictionary.

[14] http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/
[15] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[16] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	▪ Say each word being studied and offer a student-friendly definition. ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence and how it relates to the words around it (e.g., "Is this word telling us about a person, place, thing, or idea? Is this word an action word that is telling us someone or something is doing an action? Is this word describing something?"). (SL.K.1a, SL.K.2) ▪ Use the word in another sentence. ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (RI.K.4, L.K.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.K.3, SL.K.4, SL.K.6, L.K.1f) ▪ Divide the class into pairs. (SL.K.1b) Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students illustrate the meaning on the template. ▪ Gather each page from the pairs and combine them into a single dictionary. Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. o For "The Home of the President: Washington, D.C.," focus on adding the following words to the unit vocabulary dictionary: *symbol*, *nation*, *capital, important*, *decisions*, *affect*, *president*, *remains*, *elect/elected*, *represents*, *interests*, *position*, *enforce*, *liberties/liberty,* and *monuments*. (L.K.1b, c; L.K.4b) • Second Reading: Reread the text aloud. Stop at various points to ask students questions under the "Discussing the Read-Aloud" section on pages 17-18 of the Domain 12 Read-Aloud Anthology from the Core Knowledge Kindergarten Listening and Learning Strand. These questions engage students with the language of the text and ask them to summarize the knowledge they gained from the text. (RI.K.1, RI.K.2, RI.K.4, RI.K.8, RI.K.10) • Class Discussion: Record what students learned about Washington, DC, by writing their responses to the question, "Name three things you have learned about Washington, DC." (RI.K.1, RI.K.2, W.K.8). **EXPRESS UNDERSTANDING:** • Student Practice: Have students begin their What is America? journal. For each entry in the journal, ask students to record information about the person and/or symbol they learned about in the reading. o Have students draw the person or symbol and write the name of the person or symbol in their notebook.

TEXT SEQUENCE	TEXT USE
	(SL.K.5) o Conduct a shared writing[17] task in which the class answers the question, "What makes this symbol or person important?" Begin the task by listing various facts students remember about the person or symbol. (RI.K.2, W.K.8) Write those down for students to see. Ask students to list a reason for each fact that explains what makes the symbol or person important. (W.K.2) Ask the students to vote on the two most important facts and use a "shared pen" or "shared keyboard" technique to write a response. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6) o Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) o Ask them to write a response to following question: "How are you going to remember this symbol or person?" (RI.K.2, W.K.1, W.K.8) o This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task.
LESSON 2: U.S. Symbols, BrainPOP Jr.	**TEXT DESCRIPTION:** In this video, students will learn about US symbols, such as the American flag and the bald eagle. They will learn how the Liberty Bell stands for independence and how the Statue of Liberty stands for hope, freedom, and friendship among people from all different cultures and countries. Students will also find out about famous monuments that honor important people or famous events in America's history, such as the Lincoln Memorial and Washington Monument in Washington, DC, and Mount Rushmore. **TEXT FOCUS:** The information from this video reinforces the ideas presented in the first text and introduces additional information that will support students' understanding of the anchor text. **MODEL TASKS** **LESSON OVERVIEW:** Students watch the video to further study important people and symbols in America. After viewing the video, students add words to their unit vocabulary dictionary and an entry in their What is America? journal. **READ AND UNDERSTAND THE TEXT:** • First Reading: Allow students to view the video once all the way through without interruptions. Prior to watching the video, discuss with students proper viewing behavior. (SL.K.1a) Following the video, ask students for their initial impressions and if they have any questions about what they just watched. (SL.K.2, SL.K.3, L.K.1d) • Second Reading: Play the video again, pausing it to ask students about key details and how the information was similar

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	to the information provided in the text read in Lesson 1. (RI.K.1, RI.K.2, RI.K.8, RI.K.9, SL.K.1b, SL.K.2, SL.K.6) • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (RI.K.4, L.K.6) o Use a similar process to that used in Lesson 1. o For this video, focus on adding the following words to the unit vocabulary dictionary: *national, friendship, freedom, independence*, *immigrants, memorial,* and *anthem*. (L.K.4b) **EXPRESS UNDERSTANDING:** • Student Practice: Have students continue their What is America? journal. For each entry in the journal, ask students to record information about the person and/or symbol they learned about in the reading. o Have students draw the person or symbol and write the name of the person or symbol in their notebook. (SL.K.5) o Conduct a **shared writing**[18] task in which the class answers the question, "What makes this symbol or person important?" Begin the task by listing various facts students remember about the person or symbol. (RI.K.2, W.K.8) Write those down for students to see. Then ask students to list a reason for each fact that would explain to whom, why, and how that makes the symbol or person important. (W.K.2) Lastly, ask the students to vote on the two most important facts and use a "shared pen" or "shared keyboard" technique to write a response to the question. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6) o Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) o Ask them to write a response to following question: "How are you going to remember this symbol or person?" (RI.K.2, W.K.1, W.K.8) o This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task. • Independent Writing: Provide students with sentence stems, such as "My favorite American symbol is _____ because ____." Allow them to complete the sentences and illustrate them for a bulletin board display. (W.K.1; L.K.1a-c, f; L.K.2a-d; L.K.6) • **Note for Small-Group Writing:** If students need additional writing or grammar support, provide it during small-group

[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>time. (W.K.5)</td></tr>
<tr><td>LESSON 3:

A Is for America, Devin Scillian</td><td><u>TEXT DESCRIPTION</u>: This ABC book uses rich illustrations, poetic language, rhyme, and rhythm to explain people, places, symbols, monuments, and ideas that are distinctly American.

<u>TEXT FOCUS</u>: This text connects to the overall unit focus by providing introductions to the themes of the unit, including the important figures and monuments that will be learned in other read-aloud activities, and concepts behind what it means to be American. This text offers many opportunities for students to analyze poetic language and connect unknown words with illustrations to gain meaning. (RI.K.4, RI.K.5, RI.K.7)

<u>MODEL TASKS</u>

LESSON OVERVIEW: Review knowledge gained in previous texts before listening to A Is for America read aloud. Engage in vocabulary study and then a shared writing task about what it means to be free. Students write their own response.

READ AND UNDERSTAND THE TEXT:

• <u>Pre-Reading</u>: Display or project the following chart for students and work with them to complete the chart.
o Ask students to say what they know about each symbol or person, using notes from their What is America? journal. (W.K.8, SL.K.4, SL.K.6) Record their ideas. Use this time to clear up any misunderstandings or confusion about the topics. (SL.K.3)
o Ask students to respond to the prompt: “What do you want to know about the United States of America?” by using the sentence frame, “I want to know_____” with a shoulder partner (L.K.1d, SL.K.1a). Then, have multiple partners share their responses and record their questions on the chart. (SL.K.1b, SL.K.6)

United States of America
<table><tr><td>Important People and Symbols</td><td>What We Already Know</td><td>Questions We Have</td></tr><tr><td>American flag</td><td></td><td></td></tr><tr><td>Statue of Liberty</td><td></td><td></td></tr><tr><td>Liberty Bell</td><td></td><td></td></tr><tr><td>Bald eagle</td><td></td><td></td></tr></table></td></tr>
</table>

TEXT SEQUENCE	TEXT USE

George Washington		
Abraham Lincoln		

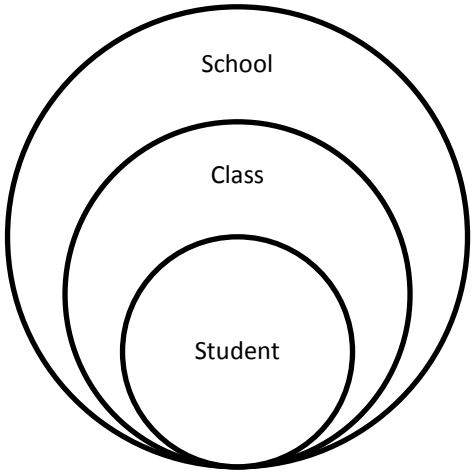
- First Reading: Read the text aloud.
  - Prior to reading the text, show students the front and back cover and title page. (RI.K.5) Name the author and illustrator. Have students define who the author is and what the author does and who the illustrator is and what the illustrator does. (RI.K.6)
  - Explain to the class that this is an alphabet book, so each page will have lots of words that begin with the sound of the letter for the page. (RL.K.5) Using an alphabet song, cheer, or chant, recite the alphabet. Have students say the letter name, say the sound, and do a movement for each letter. (RF.K.1d, RF.K.3a)
  - Engage students in reading the text. For each page, have students identify the letter name and the sound, and do their movement. (RF.K.1d, RF.K.3a) Then read the main text on the page and ask students to identify the words and illustrations that begin with the letter sound: "What words and items in the illustration start with the letter ___?" (RI.K.1, RI.K.7)
- Class Discussion: Refer back to the chart from the pre-reading and ask: "Were our questions answered? What did we learn?" (Write the answers on the chart.) "What additional questions do you have about America?" (Write the questions on the chart.) (RI.K.1, SL.K.3, L.K.1d)
- Word Work: Show a chart that is labeled "Nouns" and has the following categories: People, Places, Things, and Ideas. Reread a few pages from the text with a combination of concrete and abstract nouns. Ask students to place the words they hear into the categories (L.K.1b, c, L.K.5a). After there are four or five words in each category, assign students a word. Have students write their word and draw a picture to add to the chart (SL.K.5). Post the chart in the classroom for students to use in their writing (L.K.6).
- Second Reading: Project or display the letter I page. Read aloud the main text.
  - Stop to ask: "What do you see? What do you notice about the words the author uses? How do the words and the illustrations on the page connect to the letter I?" (RI.K.1, RI.K.7).
  - Explain that *individual* means one person and *insist* means that a person can make sure something happens. Then ask students to use the text to answer the question: "What can Americans *insist* on being?" (RI.K.1, RI.K.4, RI.K.8)

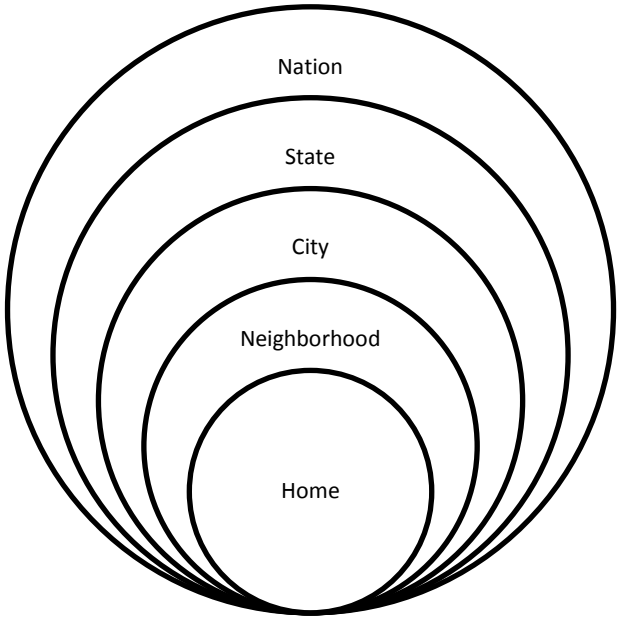
TEXT SEQUENCE	TEXT USE
	o Display a **two-column chart**[19] labeled "Free and Not Free." Ask students to turn and talk with a partner to discuss what it means to be free. Then ask students to discuss with their partner what it means to be not free. Students should use real-life examples to describe the meaning of the words. (L.K.5c) Have the pairs share their ideas with the class and record examples on the two-column chart. Discuss with students how the words and examples are opposites. (RI.K.1, RI.K.4, L.K.5b) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a **shared writing**[20] task in which the class responds to the prompt: "Describe what you are able to do because you are free." o Have the class describe the various ways they are free. (W.K.3, W.K.7, W.K.8) o Guide the writing process while students write the parts they know using a "shared pen" technique (or a "shared keyboard" technique by modeling composition on a computer). (W.K.6) Demonstrate how to write the unknown parts of words. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example**,** the first sentence may be: "I am free so I can live where I want to live." Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying, "Period." (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) o Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. o During the shared writing, model how to use examples from the Free and Not Free chart. For example, point to *free* on the chart, and have the students spell it while it is being written. (RF.K.3c, L.K.2c, L.K.6) Point to the words and read the entire message simultaneously with the students. o Study the response. Ask students to find capital or lowercase letters, count the words, and find and identify punctuation. (L.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. (W.K.3, W.K.8)

[19] http://freeology.com/wp-content/files/twocolumnchart.pdf
[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Ask students to compose a response to the question, "What can you do because you are free?" Students may rely on the model or write their own response. Ask students to add an illustration to enhance their description. (SL.K.5) ○ **Note for Small-Group Writing:** If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing. (W.K.5)
LESSON 4: "F" from *A Is for America*, Devin Scillian *The Scrambled States of America*, Laurie Keller (A reader's theater script[21] for the text is available. It could be used and performed by expert readers, such as older students, to accompany the text.)	**TEXT DESCRIPTION:** Both of these texts connect to the 50 states of America. The anchor text introduces how many states are in America. In *The Scrambled States of Americ*a, the states decide to switch places and to move around to try new things, meet new people, and learn more about each other. After a while, things don't feel right, and the states go back to their original placement on the map. **TEXT FOCUS:** Students apply information learned about maps to learn about the 50 states of America. Students answer questions about key details from the anchor text in order to determine how many states are in America. After reading aloud *The Scrambled States of America*, students identify and describe the states. **MODEL TASKS** **READ AND UNDERSTAND THE TEXT:** • Third Reading: Project or display the "F" page. Read aloud the main text. ○ Explain to students that they are going to learn more about the United STATES of America. • First Reading: Read aloud *The Scrambled States of America*. (RL.K.10) • Student Practice: Divide the class into pairs. Provide pairs with note cards that have events from *The Scrambled States of America* on them. Ask the pairs to arrange the note cards according to the story's sequence of events, then retell the events of the story to each other. (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.4, SL.K.6) • Second Reading: Reread portions of *The Scrambled States of America* as needed to support students in their retellings. • Word Work: Ask students to describe the relationship between a student, a class, and a school by drawing a picture that shows how they fit together (see below). Work with students to help them understand that a school contains many classes, and classes contain many students. (SL.K.5; L.K.5a, c)

[21] http://www.lauriekeller.com/download/ScrambledStatesReadersTheater.pdf

TEXT SEQUENCE	TEXT USE
	 o Have students review the following words in the unit vocabulary dictionary: ▪ nation (from "The Home of the President: Washington, D.C.") ▪ state (from *The Scrambled States of America)* ▪ city (from *A Is for America)* o Ask students whether they think we live in a nation, state, or city. Explain to students that just like the example of the students, class, and school, a nation contains many states, and states contain many cities, and we live in all of them. o Continue the discussion by asking students the name of the city they live in. (SL.K.1b) Ask them to name the state their city is in and explain that this is similar to the class. Point out that, like all the other students are part of your class, other cities are part of your state. Finally, mention that we all live in the United States of America and that the nation or country is like the school in the earlier example; just as many classes make up the whole school, many states make up the nation, or country. Clear up any student confusion or misunderstanding. (SL.K.3) o Ask students: "How are a nation, state, city, neighborhood, and home related? Which is the biggest? Which is the smallest?" Create a class illustration of the relationship. (SL.K.5; L.K.5a, c)

TEXT SEQUENCE	TEXT USE
	 • Third Reading: Reread *The Scrambled States of America* once students have a better understanding of the concept of nation, state, and city. This could be a good opportunity to perform the reader's theater. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (RL.K.4, RI.K.4, L.K.6) o Use a similar process to that used in Lesson 1. o For *A Is for America*, add the following words to the unit vocabulary dictionary: *colonies, influential, democracy, cities, government*, *veterans,* and *elections*. o For *The Scrambled States of America*, add the following words to the unit vocabulary dictionary: *arrangement, assuming, bicker, invitations, irritated, lonesome, Midwestern, north, packed (a suitcase), rumbling, south, southwestern, state,* and *switch (places)*. (L.K.4a, b) **EXPRESS UNDERSTANDING:** • Class Discussion: Ask students to describe how the states are the same and different based on the two texts. Identify details from the texts. (RL.K.1, RL.K.2, RI.K.1, RI.K.2, RI.K.3, SL.K.4, SL.K.6)

TEXT SEQUENCE	TEXT USE
	• Student Practice: Have students continue to work on their What is America? journal. For each entry in the journal, ask students to record information about the person and/or symbol they learned about in either *A Is for* America or *The Scrambled States of America*. o Have students draw the person or symbol and write the name of the person or symbol in their notebook. (SL.K.5) o Conduct a shared writing[22] task in which the class answers the question, "What makes this symbol or person important?" Begin the task by listing various facts students remember about the person. (RI.K.2, W.K.8) Write those down for students to see. Then ask students to list a reason for each fact that would explain to whom, why, and how that makes the symbol or person important. (W.K.2) Lastly, ask the students to vote on the two most important facts and use a "shared pen" or "shared keyboard" technique to write a response to the question. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6) o Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) o Then ask them to write a response to following question: "How are you going to remember this symbol or person?" (RI.K.2, W.K.1, W.K.8) o This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task.
LESSON 5: "G" from *A Is for America*, Devin Scillian "George Washington" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 48-51)[23]	**TEXT DESCRIPTION:** This informational text explains George Washington as a president and, through relating a historical event regarding how George Washington convinced soldiers to be on his side, describes the sacrifices he made for the country. **TEXT FOCUS:** This text connects to the unit focus by describing an important national figure, George Washington, in greater depth. Using previously learned information about George Washington, students will continue to understand him as a great leader in our history. **MODEL TASKS** **LESSON OVERVIEW:** Students answer questions about the read-aloud text and add pages to the unit vocabulary dictionary. They sequence events in George Washington's life using the terms *first, next,* and *last* to retell the events. Lastly, students add sentences to their What is America? journal.

[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[23] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Fourth Reading: Review the pre-reading chart from Lesson 3 and ask students what they already know about George Washington. Then project or display the "G" page. Read aloud the main text. Ask students, "What are some questions we had about George Washington that were not answered earlier?" • First Reading: Read aloud "George Washington" following the procedures beginning with the "Purpose for Listening" section on page 47 and continuing until page 51 of the Domain 12 Read-Aloud Anthology from Core Knowledge Kindergarten Listening and Learning Strand. (RI.K.10, SL.K.2) • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.K.6) o Use a similar process to that used in Lesson 1. o For "George Washington," focus on adding the following words to the unit vocabulary dictionary: *disagree*, *strength*, *bravery*, *defeated, restless*, *ruin*, *dangerous*, *convince*, *risking*, *monarchy*, *rule, ashamed*, and *spectacles*. (L.K.4b) • Class Discussion: Lead students in a discussion using the questions under the "Discussing the Read-Aloud" section on pages 52-53 of the Domain 12 Read-Aloud Anthology from Core Knowledge Kindergarten Listening and Learning Strand. Complete the timeline activity as described under "Extensions" on page 54 of the Domain 12 Read-Aloud Anthology from Core Knowledge Kindergarten Listening and Learning Strand. **EXPRESS UNDERSTANDING:** • Student Practice: Have students continue to work on their What is America? journal. For each entry in the journal, ask students to record information about George Washington. o Have students draw the person or symbol and write the name of the person or symbol in their notebook. (SL.K.5) o Then conduct a shared writing[24] task in which the class answers the question, "What makes George Washington important?" Begin the task by listing various facts students remember about Washington. (RI.K.2, W.K.8) Write those down for students to see. Then ask students to list a reason for each fact that would explain to whom, why, and how that makes Washington important. (W.K.2) Lastly, ask the students to vote on the two most important facts and use a "shared pen" or "shared keyboard" technique to write a response to the question. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6)

[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) o Then ask them to write a response to following question: "How are you going to remember George Washington?" (RI.K.2, W.K.1, W.K.8) o This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task.
LESSON 6: "J" from *A Is for America*, Devin Scillian "Thomas Jefferson" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 58-61)[25]	**TEXT DESCRIPTION:** This informational text is about Thomas Jefferson. The text describes why he is considered one of America's founders as he served as president and was also the main author of the Declaration of Independence. **TEXT FOCUS:** These texts support the unit focus by introducing an important founder, Thomas Jefferson. Students will come to understand why Jefferson is considered to be such a great leader in America's history. Use a similar process to the one described in Lesson 5 (i.e., preparing for the reading by rereading a portion of *A Is for America*, completing the "Purpose for Listening," "Discussing the Read-Aloud," and "Extensions" sections from Domain 12 of Grade K Core Knowledge Listening and Learning Strand). Focus on adding *author*, *famous*, *complain*, *declaration*, *document*, *persuade, explaining*, *announcing*, and *deciding* to the unit vocabulary dictionary. Conclude the lesson with students adding information about Thomas Jefferson to their What is America? journal.
LESSON 7: "L" from *A Is for America*, Devin Scillian "Abraham Lincoln" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 75-78)	**TEXT DESCRIPTION:** Both of these texts explain Abraham Lincoln was a very important president. **TEXT FOCUS:** These texts support the unit focus by introducing an important leader in US history, Abraham Lincoln. Use a similar process to the one described in Lesson 5 (i.e., preparing for the reading by reviewing the pre-reading chart from Lesson 3, rereading a portion of *A Is for America*, and completing the "Purpose for Listening," "Discussing the Read-Aloud," and "Extensions" sections from Domain 12 of Grade K Core Knowledge Listening and Learning Strand). The extensions for this task focus on understanding multiple-meaning words and prepositions. (L.K.1e, L.K.4a) Focus on adding the selected words in the text (*proclaim, reputation*, and *serious*) to the unit vocabulary dictionary. Conduct a shared writing task in which students make connections between *A Is for America* and "Abraham Lincoln." Ask students the meaning of the phrase, "He held us together and at the same time set us free" from *A Is for America*. Have them use information from "Abraham Lincoln" to determine how he "held the nation together" and "set the nation free." (RI.K.3, RI.K.4) Conclude the lesson with students adding information about Abraham Lincoln to their What is America? journal.

[25] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
LESSON 8: "George Washington" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 48-51)[26] "Thomas Jefferson" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 58-61) "Abraham Lincoln" from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 75-78)	**TEXT DESCRIPTION:** Each of these informational texts describes a president using key details from his life to explain why he was important to the development of the United States. **TEXT FOCUS:** For the second look at these presidents, guide students to use details from their lives to draw conclusions regarding what made them important in American history and what traits they each possessed. **MODEL TASKS** **LESSON OVERVIEW:** Students will compare and contrast information about the three presidents in order to determine what traits best fit the presidents. (RI.K.3, RI.K.9) After this, through shared writing, students will describe what it means to be American using the actions and traits of the presidents. **READ AND UNDERSTAND THE TEXT:** • First Reading: Use the images from the read-aloud activities and students' What is America? journals to review who the presidents were, what they did, and any other important information. (RI.K.9, RI.K.10, W.K.8) • Word Work: Using the vocabulary listed at the beginning of each of the lessons, ask students to apply words to each president. For example, "Which president would you describe as *honest*? Why?" (RI.K.1, RI.K.2, RI.K.3, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6, L.K.6) Continue to ask students to identify the president(s) that matches words from the unit vocabulary dictionary (e.g., *respect*, *convince*, *serious*, *persuade*, *influential*, *freedom*, *bravery*, *courage*). • Student Practice: Divide the class into pairs. Have the pairs create a foldable for the three US presidents. Provide students with a three-flap foldable. A template for creating a three-flap foldable is available here.[27] Ask students to write the name of the presidents. Underneath each flap, ask them to include facts about the president, including words and drawings. Prompt them to use words from the word displays. (W.K.8, L.K.6) • Class Discussion: Display or project a Venn diagram with three rings. Label the rings with the names George Washington, Thomas Jefferson, and Abraham Lincoln. o Model for students how to determine a detail to add to the diagram (e.g., "All three men were presidents of the United States. I can add that in the middle of my diagram. George Washington, though, was the first president of the United States. I can add 'first president' to just George Washington's circle.")

[26] To access the text for free, click on the provided link and select "Add File" and then "Your Files". You will need to create a user name and password (which is also free) to download the file.
[27] http://www.iamhomeschooling.com/images/stories/printables/templates/4tabhfoldtitle.pdf

TEXT SEQUENCE	TEXT USE
	○ Ask students to turn and talk to a partner to come up with a detail to add to each of the spaces on the diagram. Assign them a topic to consider (e.g., "What do Thomas Jefferson and Abraham Lincoln have in common that George Washington doesn't share with them?"). Some will be more difficult than others to come up with. If the class is having trouble, leave the space blank. Remind students they can use their foldable and notes from previous lessons to help them come up with details to add to the diagram. (SL.K.1a-b, W.K.8) ○ When the diagram is complete, explain to students that these presidents help us understand what it means to be American. Explain that Americans respect these presidents because they are known as honest and brave and they valued freedom, among other reasons. ○ Ask students: "What kind of person do you think _____ was?" List the words on the diagram. (L.K.6) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a **shared writing**[28] task in which the class answers the question: "What does it mean to be American?" ○ Show the **sentence frame**:[29] "_____ was an American. He was _____ because _____." Have the class identify the topic and supply some information in the blanks, such as *George Washington was an American. He was honest because he told the truth*. (RL.K.1, RL.K.3, W.K.2, W.K.7, W.K.8) ○ Complete the same sentence frame for each president studied. • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. (W.K.1; W.K.8; L.K.1a-d, e-f; L.K.2a-d; L.K.6) ○ Ask students to respond to the following prompt in their What is America? journal: "What does it mean to be an American?" ○ Provide a sentence frame (e.g., "Americans are _____. To be _____ means you _____.") ○ Have students draw an illustration for each sentence to enhance their writing. (SL.K.5) ○ **Note for Small-Group Writing:** If a selected group of students need additional targeted writing or grammar support, provide this support during small-group writing. (W.K.5)

[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 9: *America the Beautiful*, Katharine Lee Bates and Chris Gall, Neil Waldman, or *America the Beautiful,* Wendell Minor "America the Beautiful" (audio) *A Is for* America, Devin Scillian	**TEXT DESCRIPTION:** Using the song as the text, these books provide illustrations to match the various lines from the text and provide an understanding of its key words and message. **TEXT FOCUS:** Both of the print texts offer rich illustrations of America's geographical landscape. Using the anchor text, students will analyze various illustrations to answer the question: "What does America look like?" Students will then read the song lyrics and connect the words to the illustrations to describe what makes America beautiful. **MODEL TASKS** • Access a lesson[30] from ReadWriteThink.org that uses "America the Beautiful" lyrics, music, and pictures. The goal of the lesson is for students to create a mural of images representing the United States of America. • Have students continue to add words to the unit vocabulary dictionary. (RL.K.4) • Students should also add an entry to their What is America? journal for "America the Beautiful" in answer to the following prompt: "What makes America beautiful?" (W.K.1) A graphic organizer[31] for prewriting can be done as a class or in small groups prior to independent student writing, drawing, or dictating a response to the prompt.
LESSON 10: *America Is…* Louise Borden	**TEXT DESCRIPTION:** This poetic text defines America using its geographic features and its diverse population, underlining the overall message that America is not one thing but many things. Each page begins with "America is…" and gives a new definition to students about how America is more than just a country—it represents values, symbols, and monuments. **TEXT FOCUS:** This text connects to the final focus of the unit by defining what it means to be American. This text offers opportunities to recognize different types of text (RL.K.5). Students will use the text to support their understanding that America is a place of diverse people and places (RI.K.3). **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 11: Various texts from the unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 12: Various texts from the unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

[30] http://www.readwritethink.org/classroom-resources/lesson-plans/america-beautiful-using-music-1147.html?tab=4#tabs
[31] http://www.readwritethink.org/lesson_images/lesson1147/AmericaReflection.pdf

1ST GRADE UNIT PLANS

1ST GRADE UNIT PLANS

1st Grade Units at a Glance

Note: The text complexity is very complex for the first sets, as most of these texts are to be used for reading aloud to students. The later units contain some texts that students should be able to read on their own and with teacher support. The units are ordered based on their content, taking into account connections with science and social studies and the best order to build student knowledge across the year.

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Frogs, Gail Gibbons (Page 183)	Frog and toad life cycles across the seasons	Very complex	Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts	Beginning to middle of year
Rumplestiltskin, The Brothers Grimm (Page 210)	Fairy tales	Very complex	Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	Beginning to middle of year
Mooncake, Frank Asch (Page 239)	The moon, patterns, shadows	Moderately complex to very complex	Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	Middle of year
Spiders, Gail Gibbons (Page 261)	Spiders, folktales and facts	Moderately complex to very complex	Vocabulary and language development, character motivation, and informational research	Middle of year
Amelia Bedelia, Peggy Parish (Page 284)	Clear communication	Moderately complex to very complex	Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts	Middle of year
Duck for President, Doreen Cronin (Page 303)	Citizenship, elections, the presidency	Moderately complex to very complex	Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content	End of year

* ***Readily accessible text***: The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.

Moderately complex text: The language is at grade level and the content is suitable for the grade level.

Very complex text: The language is at or slightly above grade level and the content is significantly complex.

UNIT: *FROGS*

ANCHOR TEXT
Frogs, Gail Gibbons (Informational)

RELATED TEXTS
Read-Aloud Literary Texts (Fiction)

- *Frog and Toad Are Friends*, Arnold Lobel
- *Frog and Toad All Year*, Arnold Lobel
- *The Mysterious Tadpole*, Steven Kellogg

Read-Aloud Informational Texts (Nonfiction)

- "Frog Facts: Frogs vs. Toads," KidZone
- *Something Froggy* from Wired@School, The Franklin Institute
- "The Life Cycle of a Frog"[1] from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand Read-Aloud Anthology (Pages 93-96)

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *Tuesday*, David Wiesner (Wordless Picture Book)
- *A Boy, a Dog, and a Frog*, Mercer Mayer (Wordless Picture Book)
- *Frog on His Own*, Mercer Mayer (Wordless Picture Book)

UNIT FOCUS

Students gather information from a variety of texts to more deeply understand the connections between literary and informational texts. They build on knowledge of the seasons to focus on the life cycles of animals, specifically frogs and toads. Students explore how animals grow and change over time and describe that process in writing. Students gain knowledge of how and why characters interact throughout a story, the importance of punctuation for developing understanding, and the differences between literary and informational texts, culminating in their writing of both a narrative story and an informational report.

Text Use: Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts

Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10

Reading Foundational Skills:[2] RF.1.3a-g, RF.1.4a-c

Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language: L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6

CONTENTS

Page 183: Text Set and Unit Focus

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Pages 185-189: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

Page 190: ELA Instructional Framework

Page 191: Ongoing Foundational Skills

Pages 192-209: Text Sequence and Sample Whole-Class Tasks

[1] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.
[2] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Frogs Unit Overview

Unit Focus

- **Topic:** Frog and toad life cycles across the seasons
- **Themes:** Problem introduction and resolution in texts, lessons learned from texts
- **Text Use:** Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts

Summative Unit Assessments

A culminating writing task:

- Gather information about a topic
- Write an informational report

A cold-read task:

- Understand grade-level texts
- Use academic language
- Write in response to texts

An extension task:

- Write a narrative story
- Use prepositional phrases and adjectives

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: Page 14 until the end of *Frogs* (sample tasks)
- Lesson 2: *Something Froggy* and pages 1-13 of *Frogs* (sample tasks)
- Lesson 3: "Frogs and Toads" from *Something Froggy,* "Frog Facts: Frogs vs. Toads," and *Frog and Toad Are Friends* (sample tasks)
- Lesson 4: *Frog and Toad All Year* and "The Life Cycle of a Frog"
- Lesson 5: *The Mysterious Tadpole* (sample tasks)
- Lesson 6: *A Boy, a Dog, and a Frog* (sample tasks)
- Lesson 7: *Frogs* (culminating writing task)
- Lesson 8: *Tuesday* (extension task)
- Lesson 9: Excerpt from *Frog on His Own* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[3]

This is a multiday assessment. Have students write a report about frogs after rereading the anchor text. (RI.1.1, RI.1.2, RI.1.8, W.1.7, W.1.8)

Have students respond to the following prompt: Using the book *Frogs* by Gail Gibbons and a vocabulary chart, write a report on frogs that includes information on each of these:

- frog eggs
- tadpoles
- frog enemies
- what frogs eat

The report should include illustrations to support your writing and words from the vocabulary chart. (W.1.2, SL.1.5, L.1.6)

A sample lesson with student work for this prompt is available here.[4]

This sample process describes how to complete the task as described in the lesson above:

- It will take approximately two to three class sessions for students to complete their reports after rereading *Frogs* by Gail Gibbons.
- Allow adequate time for selecting and organizing notes, drawing, and writing (days 2-4).
- Begin projecting the section in *Frogs* about frog eggs. Have students read along and then select facts they learned and write them into their report.
- On the next day, project the section in *Frogs* about tadpoles. Have students read along and then select facts they learned and write them into their report.
- On the last day, project the rest of the book about frog enemies, what they eat, etc. Have students read along and select facts they learned and write them into their report.

Teacher Notes:

- *Students are asked to write an informational report about different topics they have learned about throughout the unit. (W.1.2) The completed writing should use words from the unit vocabulary chart, including descriptive words and phrases. (L.1.1f, L.1.6)*

[3] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[4] http://schools.nyc.gov/NR/rdonlyres/8209508D-1B0D-4730-ABBE-3225611E13E8/0/NYCDOEG1LiteracyFrogs_Final.pdf

- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) Provide sentence frames[5] for students who need help writing complete sentences. (Sentence frames for this task are available at the link above.) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Frog and toad life cycles across the seasons • **Themes:** Problem introduction and resolution in texts, lessons learned from texts • **Text Use:** Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts	This task assesses: • Gathering information about a topic • Writing an informational report	• Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 • Lesson 7 (use this task)

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[6]

Have students view a selected section of *Frog on His Own* by Mercer Meyer. (**Teacher Note:** Students may view either the wordless picture book or the video available through DiscoveryEducation.com.[7]) Then **have them answer** a combination of multiple-choice and constructed-response questions[8] about the text and in comparison to the other texts in the unit. Students should be expected to write a response to at least one of the questions. (L.1.1a-j, L.1.2a-e, L.1.6) Provide sentence frames[9] for students who need help writing complete sentences. Sample questions:

1. Read aloud the following questions for students to answer orally: "Describe the main characters in this story. Are the main characters friends? How do you know?" (RL.1.1, RL.1.3)
2. Read aloud the following questions for students to answer in writing: "What problem(s) does the frog encounter in this story? What could the frog say or write to resolve his problem(s)?" (RL.1.1, RL.1.2, RL.1.3, RL.1.7)
3. Read aloud the following question for students to answer in writing: "What descriptive words or phrases would you include if you were retelling this story?" (RL.1.1, RL.1.3, RL.1.4, RL.1.7, L.1.1f, L.1.6)
4. Read aloud the following question for students to answer orally: "What in this text could happen in real life? What is not real?" (RL.1.1, RL.1.5, RL.1.7, RI.1.9, W.1.8)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Frog and toad life cycles across the seasons • **Themes:** Problem introduction and resolution in texts, lessons learned from texts • **Text Use:** Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts	This task focuses on: • Understanding grade-level texts • Using academic language • Writing in response to texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 **Express understanding of text:** • Lesson 6 (sample tasks included) • Lesson 9 (use this task)

[6] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] http://app.discoveryeducation.com/search?Ntt=a+boy%2C+a+dog%2C+and+a+frog

[8] Ensure that students have access to the text as they are testing.

[9] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

EXTENSION TASK[10]

1. Review the book *Tuesday*. Tell students, "We are going to write a class book for what might happen if frogs flew to our school on a Wednesday."
2. As a class, ask students to brainstorm what could happen if the frogs flew to the school on a Wednesday. (SL.1.1a-c, SL.1.4) Record these ideas on chart paper or using a projection device.
3. Assign, or let students choose, an idea from the chart. Have each student create an illustration and write an exclamatory sentence using interjections to go with the illustration. If time allows, work with students to type their exclamation. (W.1.6, SL.1.5, L.1.1j, L.1.2b)
4. As a class, sequence the completed illustrations following the schedule for the school day (e.g., the frogs might fly through the cafeteria at lunch before flying through the playground at recess). Then create the text of the story through shared writing.[11] (W.1.3, W.1.7)
5. Focus students on expanding sentences using prepositional phrases and adjectives (e.g., If students say, "The frogs fly on their lily pad," model how to expand the sentence to say, "After they fly through the classroom, the frogs soar on their floating lily pad through the cafeteria.") (L.1.1f, i, j; L.1.6)
6. Compile the pages into a class book to be placed in the classroom library or to display on a class bulletin board.

Teacher Notes:

- *Students are asked to create a page for a class book in which they illustrate one idea of what might happen if frogs flew to the school on Wednesday. The illustration should also include an appropriate exclamatory sentence. (W.1.3) The completed writing should use words from the vocabulary dictionary, including frequently occurring prepositions and adjectives. (L.1.1f, j; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) Provide sentence frames[12] for students who need help writing complete sentences and using interjections. The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

[10] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

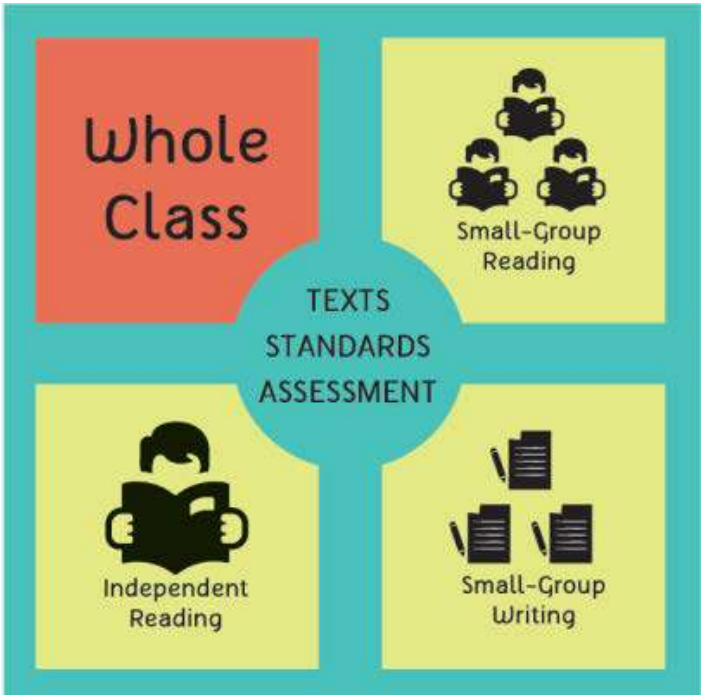
[12] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Frog and toad life cycles across the seasons • **Themes:** Problem introduction and resolution in texts, lessons learned from texts • **Text Use:** Understanding vocabulary and punctuation to determine meaning in text, distinguishing between literary and informational texts, writing in response to texts	This task focuses on: • Writing a narrative story • Using prepositional phrases and adjectives	**Read and understand text:** • Lesson 3 (sample tasks included) • Lesson 4 **Express understanding of text:** • Lesson 5 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 8 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[13] to locate additional information about this interactive framework.



Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

ONGOING READING FOUNDATIONAL SKILLS

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. Reading foundations, writing, and language development are essential in grades K-2.

There are three core skills to build at the beginning of the year in first grade:

1. Knowing and applying word analysis skills in decoding grade-appropriate words (e.g., decoding words with /ch/, /th/, /sh/, /wh/, /ai/, /ea/, /y/, /oa/, and /oo/; regularly spelled one-syllable words; and words with inflectional endings, such as -ing, -ed, and -es)
2. Demonstrating reading fluency and expression when reading grade-appropriate texts
3. Using context to confirm or self-correct word recognition and understanding in grade-appropriate texts

Teachers must determine when and what is taught based on their specific student needs. Use ongoing assessments to determine skill mastery and deficiencies.

Teachers may consult additional sources for support in teaching the skills (e.g., Tier 1 reading foundational programs,[14] Florida Center for Reading Research,[15] *Building the Foundation* from the Center on Instruction,[16] and *Phonemic Awareness in Young Children: A Classroom Curriculum*,[17] or basal textbooks).

Instructional Note: Most foundational skills will be taught during small-group reading and small-group writing instruction. Determine when and what is taught based on student needs. See the ELA Instructional Framework[18] for additional information.

[14] http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews
[15] http://www.fcrr.org/studentactivities/kg.htm
[16] http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf
[17] http://www.amazon.com/Phonemic-Awareness-Young-Children-Curriculum/dp/1557663211
[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

Unit Note: The first three to four weeks of school are used to establish routines and classroom organization. Teachers will likely not begin this unit until those have been established. Read books with students that have content well suited for the beginning of school (e.g., *First Day Jitters* by Julie Danneburg [RL.K.10, RI.K.10]). (Sample questions: "Why won't Sarah get out of bed? Were you surprised at the end? Let's look back through the pictures. Can we figure out who Mrs. Hartwell/Sarah is before the end?") Conduct shared writing[19] activities, such as class books. Create various anchor charts.[20]

NOTE ABOUT THE LESSONS: Throughout this unit, students build knowledge about vocabulary, frogs, and fantasy and reality. Students progressively build knowledge using the following tools throughout the unit.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- Frogs Chart: Create a class Frogs chart with four columns: (1) Part of a Frog (Noun), (2) Trait (Adjective), (3) Use/Purpose (Verb), and (4) Additional Details (Prepositional Phrase). Have students keep track of the various words used to refer to frogs and begin to understand more complex sentence structure. Begin in Lesson 1.
- Fantasy versus Reality Chart: Create a class chart of details and events that occur in the stories that could not really happen. As evidence and facts are discovered through reading informational texts, complete a second column of the chart that explains how the class knows the event could not really happen, citing where the information is found. Begin in Lesson 3.

TEXT SEQUENCE	TEXT USE
LESSON 1:[21] Page 14 until the end of *Frogs*, Gail Gibbons	**TEXT DESCRIPTION:** This informational text begins with a detailed description of the life cycle of a frog. After the stages of development, more general information about frogs is provided. **TEXT FOCUS:** This text provides an overview of and general factual information about frogs. **MODEL TASKS** **LESSON OVERVIEW:** **READ AND UNDERSTAND THE TEXT:** • Pre-Reading: Have students share with a partner what they know about frogs prior to reading the text.

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[20] https://www.pinterest.com/sweney/writing-anchor-charts/
[21] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	o Model for students how to engage in conversation with a partner by being an active listener, taking turns, responding to a partner's comments (e.g., "I did not know that. How did you learn that?" etc.), and providing them with sentence frames[22] for their discussion. For example: "One thing I know about frogs is that frogs _____." And "I heard you say _____ (restate the fact provided by the student's partner)." (SL.1.1a, c; SL.1.3, SL.1.6) o As necessary, provide students with various illustrations, pictures, and/or objects related to frogs as a stimulus. o Then have each pair share their information with the class. Prompt students to respond to what each pair shared similar to what was done in pairs. For example, students might restate the information, determine who in the class shared similar information, ask questions about the new information (e.g., "How did you learn that?"), or identify interest in a topic (e.g., "That makes me want to know more about _____."). (SL.1.1b, SL.1.4) o Record the shared details on a class chart. While writing the facts, model for students, when appropriate, proper capitalization; punctuation; and spelling known words, words available in the classroom, and words that can be spelled through analogies. (L.1.1b, c, f, h, j; L.1.2a, b, c, d) • First Reading: Read aloud the excerpt without interruption. o Allow time at the end of the reading for students to ask questions about the text and share any new learning about frogs, including terminology and details in the text. (RI.1.1, RI.1.2, RI.1.4, SL.1.2) o As students share, display or project the page where the information is located, prompting students to identify how they gained the information. (RI.1.7) o Add the new details to the class chart in a different color ink to signify that the information came from a different source. (W.1.8) • Second Reading: Read aloud the excerpt and display or project the text, so students can interact with the text features included in the book. o While reading, draw students' attention to the text features and model how information about frogs can be acquired through the text features and illustrations.

[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
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Refer to details on the class chart and model how the information gained is presented within the words and/or pictures of the text. (RI.1.5, RI.1.6, RI.1.7)

Third Reading: Read aloud and stop at various points to engage students with the text to demonstrate their understanding.

Ask students: “Frogs belong to a class of animals called amphibians. Why are frogs amphibians? Is this a good name for frogs?” (RI.1.1, RI.1.4, SL.1.2)
Ask students: “We are warm-blooded. Our temperature stays around 98.6 degrees Fahrenheit, no matter if it is warm or cold outside. What does it mean that frogs are cold-blooded? (RI.1.1, RI.1.4, SL.1.2) Considering that frogs are cold-blooded animals, why might they hibernate in the winter?” (RI.1.1, RI.1.3, RI.1.4)
Work with students to understand the connection between the various frog body parts and their uses. (RI.1.1, RI.1.3)

Create a class Frogs chart with four columns: (1) Part of a Frog (Noun), (2) Trait (Adjective), (3) Use/Purpose (Verb), and (4) Additional Details (Prepositional Phrase).
Reread the page that describes the process frogs use to hunt and catch their food. Then have students identify the various parts discussed, what makes them useful, how they are used, and any additional details that explain where or how the body part is used in that way. (RI.1.1, RI.1.2, RI.1.8)
Repeat this process for the remaining pages in the text.

<table>
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<tr><td>Hind legs</td><td>Powerful</td><td>Push</td><td>Through the water</td></tr>
<tr><td>Hind legs</td><td>Strong</td><td>Leap</td><td>On land</td></tr>
<tr><td>Skin glands</td><td>Poisonous</td><td>Protect frogs</td><td></td></tr>
<tr><td>Skin color</td><td></td><td>Hides frogs</td><td>From enemies</td></tr>
</table>

Explain to students that each column on the chart represents a part of speech and that the parts work together to create a sentence.

</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	▪ Discuss with students the role of each column in the sentence and create a sentence from the various rows. Rearrange the order of the words as necessary, add any articles or additional details, verify subject-verb agreement, and use proper punctuation. (L.1.1b, c, d, f, h, i, j; L.1.2b) o Ask students to demonstrate how frogs catch their food or prey by acting it out. (RI.1.1, RI.1.2, RI.1.4, SL.1.4, SL.1.5) o Display the illustrations from the excerpt and ask students to retell the key ideas about frogs. (RI.1.1, RI.1.2, RI.1.7) • Word Work: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) o Use a similar process throughout the unit for building the unit vocabulary dictionary. ▪ Say each word being studied and offer a student-friendly definition. (RL.1.4) ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech. (L.1.4a) ▪ Use the word in another sentence. ▪ Ask a question about something familiar that uses the word so students can make real-life connections with the meaning of the word. (SL.1.1b, L.1.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.1.6) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d-e; L.1.6) ▪ Gather each page from the pairs and combine them into a single dictionary. (W.1.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c) o For the excerpt from *Frogs*, focus on adding the following words to the unit vocabulary dictionary: *dive, powerful*, *protect*, *sheltered*, *motionless*, *enemies*, *sudden*, *escape*, *mature*, *role*, *balance*, *nature*, and *control*. Create a separate chart for specific scientific terminology, including *amphibian*, *webbed, transparent*, *vibrate*, *hibernation,* and *camouflage*. **EXPRESS UNDERSTANDING:** • Independent Writing: Have students write a sentence about a single frog body part using the chart created during the third reading.

TEXT SEQUENCE	TEXT USE
	○ Ask students to select a frog body part and explain in one written sentence how that part is used to help the frog. ○ Provide sentence frames[23] for students who need help writing complete sentences, such as: The _____ (adjective) _____ (noun) _____ (verb) _____ (prepositional phrase). ○ Students should use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ○ Ask students to add an illustration to their sentence. (SL.1.5) ○ Compile the sentences and illustrations into a class book to be placed in a classroom library for students to read on their own. (RI.1.10, RF.1.3a-g, RF.1.4) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
Lesson 2: *Something Froggy* from Wired@School, The Franklin Institute Pages 1-13 of *Frogs*, Gail Gibbons	**TEXT DESCRIPTION:** *Frogs* gives a detailed description of the life cycle of a frog from egg to adult. The web story, *Something Froggy*, tells of a bullfrog named Frederick. The focus for this lesson is the link to metamorphosis found on page 4 of the story. **TEXT FOCUS:** These two texts provide students with information about the life cycle of a frog. The web story is much simpler and less detailed than *Frogs*, which gives much more detail in the text and illustrations. These will provide an opportunity for the students to become familiar with the life cycle and to become aware of the different ways the same information can be presented. (RI.1.9) **MODEL TASKS** **READ AND UNDERSTAND THE TEXT:** • Pre-Reading: Review class notes taken during Lesson 1. Ask students to recall facts about frogs they learned in Lesson 1. • First Reading: Read aloud pages 1-3 of *Something Froggy*, projecting the text for students to follow along. ○ Prompt students to direct the reading and interact with the text by asking them which features to click on and read. (RI.1.5) Ask students how the features support the written text.

[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Encourage students to make connections between their notes and *Something Froggy* by asking them to orally explain what is happening in the pictures. For example, on page 1, ask students to describe the frog body using words from the class chart in Lesson 1. For example, "The frog's skin color looks like leaves to hide him from his enemies." (SL.1.1b, SL.1.2, SL.1.4, SL.1.6, L.1.6) • Second Reading: Read aloud the entire text of *Something Froggy*. ○ Prompt students to direct the reading and interact with the text by asking them which features to click on and read. (RI.1.5) Ask students how the features support the written text. ○ Encourage students to make connections between the class notes and the content of *Something Froggy* by asking them to orally describe and/or explain what is happening in the various pictures. For example, on page 1, ask students to explain how Froggy catches his prey after viewing the short visual demonstration (e.g., "Froggy sticks out his long, sticky tongue to catch his food."). Ensure that students use words from the class chart in Lesson 1. (SL.1.1b, SL.1.2, SL.1.4, SL.1.6, L.1.6) ○ Add any words or rows to the Frogs chart from Lesson 1. • Student Practice: Divide the class into pairs and have each pair create a visual of the frog life cycle using illustrations. (RI.1.1, RI.1.2, SL.1.5) ○ As necessary, project page 4 from *Something Froggy* for students to use as a reference when creating their visual image. ○ Display the frog life cycle[24] from *Something Froggy*. Work with students to complete the graphic electronically. Read aloud the description of each stage. ○ Have each pair revise their graphic (as necessary) to make sure they include each stage from *Something Froggy* and incorporate more detail into their drawings to differentiate each stage from the next visually. • Fourth Reading: Read aloud pages 1-13 of *Frogs* by Gail Gibbons without interruption. ○ Prior to reading each page, have students explain what the text will most likely be about using the illustrations and the knowledge gained from *Something Froggy*. (RI.1.7, RI.1.9) For each prediction made, ask students what they are basing their prediction on. (RI.1.6) ○ After reading, ask students: How are the two texts are the same? How are the two texts different? Do we think the information is accurate? What do we learn in one text that we did not learn in the other text? (RI.1.9)

[24] http://learn.fi.edu/fellows/fellow9/jun99/lifecycle2/cycle1.html

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Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6)

Use a similar process to that used Lesson 1.
For Something Froggy and this excerpt from Frogs, focus on adding the following words to the unit vocabulary dictionary: cluster/clusters/clump, surface, ripples, coverings, warmth, slimy, mass, slippery, protecting, depending, wiggle, appear/disappeared/disappear, and shed. (L.1.4a, L.1.4b, L.1.4c, L.1.5d) Create a separate chart for specific scientific terminology, including metamorphosis, survive, eggs, egg yolk, embryos, tadpoles, hatch, vegetarians, and carnivores. (RI.1.4)

Fifth Reading: Reread pages 1-13 of Frogs by Gail Gibbons.

While reading, stop and ask students questions about the text for them to demonstrate understanding. (SL.1.2) Encourage students to ask questions about the text by providing question stems or conversation starters[25] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.3)

Ask students: “Where do frogs lay their eggs? Why?” Discuss the meaning of among and otherwise with students. Describe how each is used in the text to explain connections between ideas. (RI.1.1, RI.1.2, RI.1.3, RI.1.4, L.1.6)
Ask students: “What does it mean that the frogs ‘break free into the water’? What is the scientific terminology for that action?” (RI.1.1, RI.1.4)
Ask students: “As tadpoles’ tails grow smaller, what grows bigger?” (RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8)
Work with students to continue filling out the Frogs chart begun in Lesson 1.

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[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

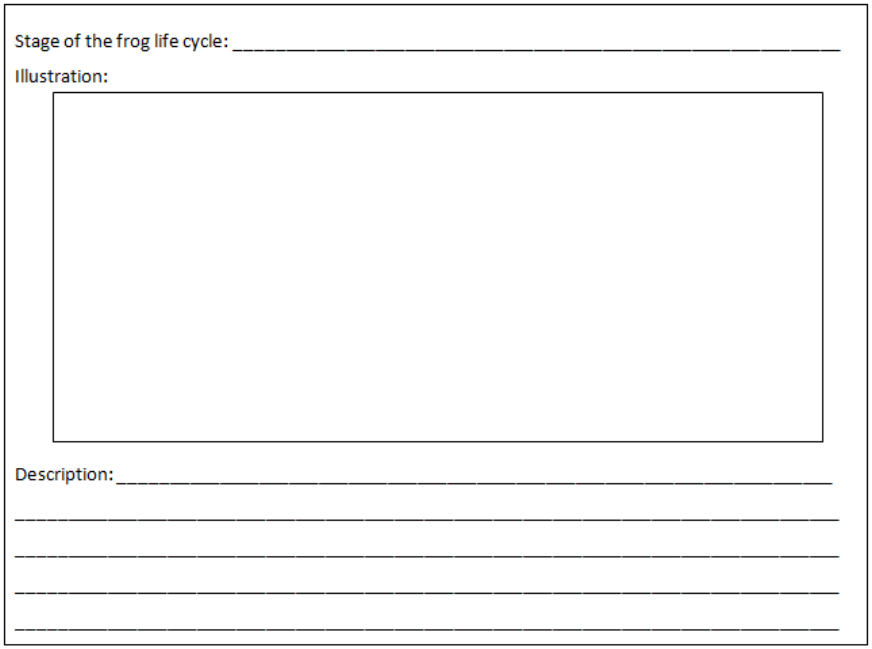
TEXT SEQUENCE	TEXT USE

Skin glands	Poisonous	Protect frogs	
Skin color		Hides frogs	From enemies near the pond
Eggs	Slippery	Cannot be eaten	
Tadpoles		Hatch	From their eggs
Tails		Wiggle to swim	
Gills	Feathery, outside	Get air	For the tadpole
Gills	New	Take oxygen	Inside the tadpole From the water

- Ask students questions about the chart. Focus on sorting the words into different categories, demonstrating shades of meaning, and defining the different stages of the frog life cycle by defining what makes a tadpole different from a frog. (L.1.5a, b, d)

- Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing[26] task. Display page 4 of *Something Froggy* and a class version of the frog life cycle. Ask students to add written descriptions to the class chart using information from *Frogs*. (RI.1.1, RI.1.2, RI.1.3, RI.1.8, RI.1.9, W.1.2, W.1.7, W.1.8) For example, the text from illustration 2 is: "In a few days a tadpole grows inside the egg. A tadpole is a baby frog." Students can add from the appropriate page in *Frogs* that they are called *embryos* and eat their egg yolks.
  - Use a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.1.6, L.1.1a)
    - Guide their writing while students write the parts they know, practicing spelling and conventions. (L.1.2a-e)
    - Demonstrate how to write different types of complete sentences using capital letters, common nouns and matching verbs, adjectives, and appropriate end punctuation. (SL.1.6; L.1.1b, c, d, e, f, h)
    - Read aloud the sentences and ask for suggestions from students to improve the response, expanding and revising the sentences using conjunctions and prepositional phrases as necessary, including using transitions from the text that signal order, such as *then*, *again*, or *at last*. (W.1.5; SL.1.1a, b; L.1.1g, i, j)

[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ During the shared writing task, model using classroom resources (e.g., class notes, unit vocabulary dictionary) to improve the vocabulary of the written response. (L.1.6) o When the writing is complete, point to the words and read aloud the sentences simultaneously with the students. (RF.1.3b, e, f, g; RF.1.4a) o Study the writing. Ask students to identify the distinguishing features of each sentence, count the number of syllables in multisyllabic words, analyze the final -e and common vowel team conventions representing long vowel sounds, and verify that singular and plural nouns have matching verbs. (RF.1.1a; RF.1.3c, d; L.1.1c) **EXPRESS UNDERSTANDING:** • Student Writing: Divide the class into pairs or small groups. Display the shared writing response showing the sequenced stages of metamorphosis (egg, small tadpole, full-grown tadpole, small frog, mature frog). Assign the pairs a stage to write their own description of what occurs, drawing on information gained from *Frogs*, *Something Froggy*, and class notes. (RI.1.1, RI.1.2, RI.1.3, W.1.8) o Provide each pair with a sheet of paper with a frame similar to the following: 

TEXT SEQUENCE	TEXT USE
	○ Provide sentence frames[27] for pairs who need help writing complete sentences and organizing their descriptions. (W.1.2, L.1.1j) ○ Prompt the pairs to use words from the various classroom resources to help with writing. (L.1.6) ○ Pairs should use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ○ Ask students to add an illustration to their descriptions. (SL.1.5) ○ Compile the pages into a class book to be placed in a classroom library for students to read on their own. (RI.1.10, RF.1.3a-g, RF.1.4) • **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.1.5)
Lesson 3: "Frogs and Toads"[28] from *Something Froggy* "Frog Facts: Frogs vs. Toads," KidZone *Frog and Toad Are Friends*, Arnold Lobel	**TEXT DESCRIPTION:** "Frogs and Toads" and "Frog Facts: Frogs vs. Toads" both provide information about the differences between frogs and toads. *Frog and Toad Are Friends* contains five short stories about two friends, Frog and Toad, who have consistent character traits throughout the stories. **TEXT FOCUS:** Use the two informational texts to provide information for students prior to reading *Frog and Toad Are Friends*. Ask students to describe the differences between the two animals (frog and toad). (L.1.5b) In *Frog and Toad Are Friends*, the two main characters have consistent traits throughout the stories. Read the texts aloud and focus questioning and discussion on these recurring traits. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to both informational texts read aloud. Then they engage in a class discussion about the differences between frogs and toads. Then students listen to "Spring" read aloud from *Frog and Toad Are Friends.* They engage in various activities with the text focused on comparing fantasy and reality based on the information students gained from reading informational texts about frogs. Students also focus on the importance of punctuation in understanding sentences. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read both informational texts to students.

[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[28] http://learn.fi.edu/fellows/fellow9/jun99/toad.html

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Ask students to determine the similarities and differences between the frogs and toads by creating a class H-chart or Venn diagram comparing the features of frogs and toads. (**Teacher Note:** Depending on available resources, make a bulletin board–size chart for students to glue or tape their individual descriptions in the appropriate place. Another option is to use a pocket folder. If none of these resources are available, create a chart on the board or using a projection device, and record the descriptions as students share them.) o Create sentence strips or index cards that contain adjectives and descriptions, using the words from the various classroom resources. For example: "slimy skin," "can live away from water," and "lays eggs in water." (L.1.1f) o Provide each student with a sentence strip or card. Ask each student to individually read aloud the adjective or phrase, and then ask the class, "Where does this description go?" (RF.1.3a-g, RF.1.4a-c, SL.1.1a-c, SL.1.2, SL.1.6) o Ask the class to determine where the sentence strip or card will go on the chart. Then have the individual student place the description in the appropriate place on the chart or diagram. (L.1.5b, L.1.6) • First Reading: Read aloud "Spring" from *Frog and Toad Are Friends* without interruption. • Second Reading: Reread "Spring" aloud. While reading, project or display excerpts from the text for students to engage with both the illustrations and the text. • Class Discussion: Stop at various points during the second reading to ask students questions to demonstrate understanding of the text. (SL.1.1a-c, SL.1.2) o While reading the text, ask students to point out times when Frog or Toad have a problem or are in trouble and consider the following: 1. Which character has the problem or is in trouble? What is the problem and how do you know? (RL.1.1, RL.1.3) 2. Have you or someone you know ever had a similar problem? (SL.1.4) 3. How does the problem get resolved for the character and for you? (RL.1.1, RL.1.2) 4. How do you know (e.g., text, language, illustrations, personal experiences)? (RL.1.1, RL.1.7) 5. What are the differences between Frog and Toad in the text? (Create a class character chart for the two characters, comparing and contrasting their traits.) (RL.1.1, RL.1.3, RL.1.9) 6. What do the stories teach us about solving problems and friendship? (RL.1.1, RL.1.2)

TEXT SEQUENCE	TEXT USE
	o Focus students on noticing how punctuation can help makes their responses to the questions clearer. ▪ Provide a lesson on punctuation (quotation marks, exclamation marks, question marks, and commas in a series). Focus the lesson on how changing the punctuation changes how a sentence is read aloud or how not paying attention to the punctuation when reading can make the sentences confusing. (L.1.1j, L.1.2b, L.1.2c) Also, include an explanation of how quotation marks open and close to distinguish when different characters are talking in a story. (RL.1.6) ▪ Project or display excerpts from "Spring" and read them aloud to model for students the use of punctuation in the text. Identify the difference in characters by using a different voice when reading the dialogue. ▪ Have students practice reading aloud different sections of "Spring" using expression based on the punctuation. (RL.1.10, RF.1.4b) o Ask students to consider how "Spring" reflects information gained from the various informational texts read previously. For example: ▪ Why is Frog excited about the warmer weather? What has he been doing all winter? (RL.1.1, R.1.3) ▪ Why does Toad not want to wake up? (RL.1.1, RL.1.3) ▪ Look at the illustrations of Frog and Toad. Do the illustrations accurately show the differences between a frog and a toad? (RL.1.1, RL.1.7) o Then begin the Fantasy versus Reality chart. ▪ Ask student to identify details in "Spring" that do not really happen (e.g., Frog and Toad are talking to each other.) Record those details on the left side of a two-column chart.[29] Label the left column "Fantasy." (RL.1.1, RL.1.5) ▪ Ask students to explain how they know those details are not real, by identifying what frogs and toads do in reality (e.g., Frogs croak and make different sounds by forcing air out of their lungs). Record those details on the right side of the chart. Label the right column "Reality." Make sure to ask for and include in the right column from which source students learned their facts (e.g., *Frogs* by Gail Gibbons or *Something Froggy*). (RL.1.1, RL.1.5, W.1.8) • Third Reading: Read aloud the other stories from *Frog and Toad Are Friends*. While reading, project or display excerpts from the text for students to engage with both the illustrations and the text. Repeat a similar process for the other stories as

[29] http://freeology.com/wp-content/files/twocolumnchart.pdf

TEXT SEQUENCE	TEXT USE
	described above under Class Discussion. Continue to discuss the problems in the stories, determining character traits, comparing and contrasting the experiences of Frog and Toad, and filling out the Fantasy versus Reality chart. **EXPRESS UNDERSTANDING:** • Write excerpts from *Frog and Toad Are Friends* on sentence strips, chart paper, or using a projection device. Leave out critical punctuation. Add in different punctuation and have students read aloud how the changed punctuation alters the meaning of the text. (RF.1.4b, SL.1.1a-c, SL.1.4, SL.1.6, L.1.2b, L.1.2c) For example, from page 11, change the statement made by Toad to "Come back again and wake me up at about half past May! Good night, Frog!" and discuss how changing the punctuation from periods to exclamation points changes the way a reader interprets Toad's feelings about the situation.
LESSON 4: *Frog and Toad All Year*, Arnold Lobel "The Life Cycle of a Frog"[30] from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand Read-Aloud Anthology (Pages 93-96)	**TEXT DESCRIPTION:** *Frog and Toad All Year* contains five short stories of the adventures the two friends have through the seasons of the year. (**Teacher Note:** The text *From Tadpole to Frog* by Wendy Pfeffer provides good information about how frogs and tadpoles behave, grow, and change through the seasons and would be a good text to pair with *Frog and Toad All Year* instead of "The Life Cycle of a Frog." There is an illustration on page 10 that might be considered questionable to show students at this age. If teachers choose to use the book, though, they can cover the illustration with paper or the text can be read without showing the illustration. A guided reading lesson for *From Tadpole to Frog* is available here.[31]) **TEXT FOCUS:** Similar to the previous lesson, these texts provide an opportunity for students to compare a fictional text to an informational text focused around the seasons. In kindergarten, students learned about the various seasons and how animals respond. Students build on that knowledge in this unit by focusing on the actions of frogs within each season and how the frog's life cycle occurs across the seasons. Use a similar process for reading and understanding *Frog and Toad All Year* as was used in Lesson 3. Focus on comparing and contrasting the experiences of Frog and Toad and comparing their actions across the season to the descriptions in "The Life Cycle of a Frog."(RL.1.5, RL.1.9) Provide students with a four-section chart labeled with the four seasons to summarize through shared writing key details from *Frog and Toad All Year*. (RL.1.3) Add details to the four seasons chart from "The Life Cycle of a Frog" and personal experiences. Then assign student groups one of the four seasons. Ask the groups to compare and contrast in writing *Frog and Toad All Year*, "The Life Cycle of a Frog," and personal experiences in the seasons: "In [season], Frog and Toad…. In [season], real frogs and toads…. In [season], we…." (W.1.2)
LESSON 5: *The Mysterious Tadpole*, Steven	**TEXT DESCRIPTION:** A young boy gets a "tadpole" as a birthday gift from his uncle from Scotland. As it grows, it becomes more and more apparent that this is not an ordinary tadpole. **TEXT FOCUS:** This text provides an opportunity for students to use what they have learned about tadpoles from the informational

[30] To access the text for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

[31] http://hercules.gcsu.edu/~cbader/5210SPED/Guidedexample.htm

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td>Kellogg</td><td>texts and be “experts” on the subject.

<u>MODEL TASKS</u>

LESSON OVERVIEW: Students listen to the text read aloud, and then work with vocabulary. They listen to the text read aloud again and engage in several activities to demonstrate understanding of the story. Finally, students write a letter to the author explaining their opinion about the title of the story.

READ THE TEXT:

• <u>First Reading</u>: Read aloud the text. Project or display the text so students can engage with the illustrations. While reading, provide students a way to indicate when they begin thinking that the “tadpole” is not growing into a frog or a toad, and ask them to explain how they arrived at their decision.

• <u>Word Work</u>: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6)
o Use a similar process to that used in Lesson 1.
o For The Mysterious Tadpole, focus on adding the following words to the unit vocabulary dictionary: mysterious, collection, eager, out of control, ordinary, sensible, situation, donated, bellowed, astounding, meanwhile, pleaded, and convinced. (RL.1.4, L.1.4a, L.1.5d)

• <u>Second Reading</u>: Reread the text aloud and have students summarize the events using a Somebody-Wanted-But-So chart. (RL.1.1, RL.1.2)

<table>
<tr><th>Somebody</th><th>Wanted</th><th>But</th><th>So</th><th>Then (optional)</th></tr>
<tr><td>Louis</td><td>To keep Alphonse</td><td>Alphonse outgrew or wasn’t welcome at every place he stayed (the sink, the bathtub, the high school swimming pool)</td><td>Louis and Ms. Seevers came up with a plan to get money to buy a parking lot and build a swimming pool for Alphonse</td><td>Alphonse located the treasure, and Louis and Ms. Seevers built the pool for Alphonse</td></tr>
</table>
UNDERSTAND THE TEXT:

• <u>Class Discussion</u>: During one of the subsequent readings, stop at various moments to ask students questions about the text to demonstrate their understanding. (SL.1.1a-c, SL.1.2)
o Ask students to identify the problems the characters encounter in the text and describe how they are solved. (RL.1.1,</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	RL.1.2) What other ways could Louis have solved his problems? (RL.1.3, SL.1.4) o At the end of the story, ask students to consider what might happen with the egg from Uncle McAllister based on how the situation with Alphonse turned out. (RL.1.1, RL.1.7) o Continue to complete the Fantasy versus Reality chart. o Create a class H-chart or Venn diagram comparing Alphonse with a real tadpole using evidence from the texts and illustrations of the unit. (RL.1.1, RL.1.3, RI.1.1, RI.1.9, W.1.8) **EXPRESS UNDERSTANDING:** • Student Writing: Divide the class into pairs. Have each pair respond in writing to the following prompt: "Is *The Mysterious Tadpole* a good name for the book? Write a letter to the author saying why you think the title is or is not a good title based on the events of the story." (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, W.1.8) o Provide sentence frames[32] for pairs who need help writing complete sentences and organizing their letter. (W.1.1, L.1.1j) For example: Dear Mr. Kellogg, We think *The Mysterious Tadpole* is a _____ title for the story because _____. Sincerely, o Prompt the pairs to use words from the various classroom resources to help with writing. (L.1.6) o Pairs should use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) o **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 6: *A Boy, a Dog, and a Frog*, Mercer Mayer	**TEXT DESCRIPTION:** This wordless picture book tells the story of how a boy, who already has a dog as a pet, catches a frog to also be his pet. There is also a video version of these stories available at DiscoveryEducation.com[33] for teachers who have access to that resource.

[32] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[33] http://app.discoveryeducation.com/search?Ntt=a+boy%2C+a+dog%2C+and+a+frog

TEXT SEQUENCE	TEXT USE
	TEXT FOCUS: This wordless story offers an opportunity for students to focus on speaking and listening skills to express themselves clearly and expressively within the structure of a story. **MODEL TASKS** **LESSON OVERVIEW:** Students view the text several times and respond to the illustrations. Then they discuss what might be happening in the illustrations and work together to retell the story using improved vocabulary based on lessons in class. Finally, students work in groups to write several sentences of text for the story and share it with the class. **READ THE TEXT:** • Class Discussion: There is an extremely limited amount of language in this text, so allow students to view the story multiple times. Each time, ask students to explain what the characters are doing and why they think they are doing it. Ask students to expand upon what others have said. (RL.1.1, RL.1.3, RL.1.7, SL.1.1a-c, SL.1.3, SL.1.4, SL.1.6) Provide answer frames or conversation starters[34] to encourage students to respond to each other and invite others into the conversation. **UNDERSTAND THE TEXT:** • Word Work: Have students orally tell the story (in sections at first) as it is viewed. (RL.1.2, RL.1.7) For each section, create a class list of words that can be used instead of repetitive words that they might use when telling the story. (L.1.5a, c, d; L.1.6) o Have students orally retell the story again in partners or small groups, using the words from the class list. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6, L.1.6) o Add any new words from the list of words to the unit vocabulary dictionary. o Specifically highlight prepositions and transitional words that students can refer to and use as the story is told to enhance the detail of the story. Discuss with students how adding these words and phrases increases the interest of the story. (L.1.1g, i, j) o During subsequent viewings of the text, have students focus their attention on the frog and what it might be thinking. Record their answers on the board or using a projection device. Demonstrate the use of exclamations and introduce interjections. (L.1.1j, L.1.2b) (**Teacher Note:** A video from *Schoolhouse Rock!* on interjections is available here.[35] This can support the lesson on interjections.) Then view the sections of the text again and ask students to be the voice of the frog, reading aloud the various exclamatory statements or interjections written as a class. (RL.1.6, RF.1.4b, SL.1.6)

[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[35] http://www.youtube.com/watch?v=YQ0696UhWrc

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Student Writing: Divide the class into small groups. Assign each group a section of the story. Have the groups write two or three sentences of the story, using words from the class list and including at least one exclamation and/or interjection. Then have the groups read their text in order to the class while projecting the illustrations of the original text. (RL.1.1, RL.1.2, W.1.3, W.1.5, SL.1.4, SL.1.6, L.1.1a-j, L.1.2a-e, L.1.6)
LESSON 7: *Frogs*, Gail Gibbons	**TEXT DESCRIPTION:** This informational text begins with a detailed description of the life cycle of a frog. After the stages of development, more general information about frogs is provided. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 8: *Tuesday,* David Wiesner	**TEXT DESCRIPTION:** One Tuesday evening, frogs gain the ability to fly on their lily pads. The pictures tell the experiences they have throughout the night. **TEXT FOCUS:** This story provides the opportunity for students to tell a story clearly with detail and description in their own words. Because there is an extremely limited amount of text but incredibly expressive and detailed illustrations, this text can support students in expanding their vocabulary. Encourage students to explain their reactions as they are shown the story initially. Then review the illustrations closely to locate additional detail and describe more completely what is happening throughout the story. For each illustration, create a class list of words that can be used instead of repetitive words that they might use when telling the story (e.g., replace *flying*, *smiling*, and *fun* with *soaring*, *mysterious*, and *journey*). (L.1.5a, c, d) Then have students orally tell the story in partners or small groups, using the words from the class list. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6, L.1.6) Add any new words from the list of words to the unit vocabulary dictionary. Write the text for the story as a class or have small groups write the text for one or two pages in the text. (W.1.3, W.1.7) (**Teacher Note:** This could be an opportunity to teach subject-verb agreement, verb tense, inflectional endings, and prepositions. Provide students with a minimal script with targeted errors for them to edit and expand in small groups or through shared writing.) (W.1.5, L.1.1a-j, L.1.2a-e, L.1.6) **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

TEXT SEQUENCE	TEXT USE
LESSON 9: Excerpt from *Frog on His Own*, Mercer Meyer	**TEXT DESCRIPTION:** Students may view either the wordless picture book or the video available through DiscoveryEducation.com.[36] **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task

[36] http://app.discoveryeducation.com/search?Ntt=a+boy%2C+a+dog%2C+and+a+frog

UNIT: *RUMPELSTILTSKIN*

ANCHOR TEXT[1]

Rumpelstiltskin, Brothers Grimm (Literary) *(Available on pages 29-32 of the Read-Aloud Anthology from Domain 9 of the Grade 1 Core Knowledge Listening and Learning Strand)*[2]

RELATED TEXTS

Literary Texts (Fiction)

- The following fairy tales are available from Domain 9 of the Grade 1 Core Knowledge Listening and Learning Strand Read-Aloud Anthology:
  - *Sleeping Beauty*, Brothers Grimm (pages 16-19)
  - *Rapunzel*, Brothers Grimm (pages 44-47)
  - *The Frog Prince*, Brothers Grimm (pages 58-60, 70-73)
  - *Hansel and Gretel*, Brothers Grimm (pages 90-93 and 103-106) or *Jack and the Beanstalk*, Brothers Grimm (pages 115-117 and 127-129)
- *Seven Blind Mice*, Ed Young

Informational Texts (Nonfiction)

- "The Brothers Grimm Fairy Tales and Stories"
- Biography of a queen, king, prince, or princess[3] (e.g., Princess Diana, Queen Victoria, Cleopatra VII, or Queen Elizabeth I)
- "The Queen's Working Day"[4] from *The Official Website of the British Monarchy*

UNIT FOCUS

Students explore several classic Grimm fairy tales. Students create a Fairy Tales Learning Log to trace the various connections and common ideas across the various tales. They begin to develop an awareness of common traits in fairy tales, such as qualities of setting, magic, royalty, good versus evil, and happy endings. Students also begin to understand that the traits of various characters and the outcomes of their actions teach lessons about life.

Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts

Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.7, RI.1.9

Reading Foundational Skills:[5] RF.1.1a, RF.1.3a-g, RF.1.4a-c

Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language: L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6

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Page 217: Instructional Framework

Pages 218-238: Text Sequence and Sample Whole-Class Tasks

[1] Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade 1 Domain 9 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available at here.

[2] To access the Core Knowledge texts for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

[3] http://www.ducksters.com/biography/

[4] http://www.royal.gov.uk/HMTheQueen/DayInTheLife/Queensworkingday.aspx

Rumpelstiltskin Unit Overview

Unit Focus

- **Topic**: Fairy tales
- **Themes**: Life lessons in fairy tales, common ideas and elements shared across different tales
- **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts

Summative Unit Assessments

A culminating writing task:

- Demonstrate knowledge of elements of a fairy tale
- Write an explanatory response

A cold-read task:

- Understand grade-level texts
- Write in response to a text

An extension task:

- Write an opinion letter and a fairy tale
- Ask questions about a text
- Understand character traits

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1:** "The Brothers Grimm Fairy Tales and Stories"
- **Lesson 2:** "The Brothers Grimm Fairy Tales and Stories,"
- pages 13-14 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand, and *Sleeping Beauty* (sample tasks)
- **Lesson 3:** *Rumpelstiltskin* (sample tasks)
- **Lesson 4:** *Rapunzel* (sample tasks)
- **Lesson 5:** Biography of a king, queen, prince, or princess and "The Queen's Working Day"
- **Lesson 6:** Part 1 of *The Frog Prince*, Brothers Grimm (sample tasks)
- **Lesson 7:** Part 2 of *The Frog Prince*, (sample tasks)
- **Lesson 8**: *Hansel and Gretel* and *Jack and the Beanstalk*
- **Lesson 9:** *Seven Blind Mice* (cold-read task)
- **Lesson 10**: (extension task)
- **Lesson 11**: *Rumpelstiltskin* (culminating writing task)

[5] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and focus on a progression of skills that are formally assessed at various points throughout the year.

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[6]

Have students respond to the following prompt: "Explain why *Rumpelstiltskin* is a fairy tale. Provide at least two reasons and examples." (RL.1.1, RL.1.2, RL.1.3, W.1.2)

Teacher Notes:

- *Students determine the elements of a fairy tale and explain how* Rumpelstiltskin *fits the characteristics. The completed writing should use words from classroom resources, including conjunctions that signal a simple relationship (e.g.,* because *and* so*) and frequently occurring adjectives. (L.1.1g, L.1.6)*
- *Prompt students to use the notes from the unit, including the Elements of Fairy Tales chart, for* Rumpelstiltskin.
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, g, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Fairy tales • **Themes**: Life lessons in fairy tales, common ideas and elements shared across different tales • **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	This task assesses: • Demonstrating knowledge of elements of a fairy tale • Writing an explanatory response	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 4 (sample tasks included) • Lesson 7 (sample tasks included) • Lesson 8 • Lesson 11 (use this task)

[6] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[7]

Read *Seven Blind Mice* by Ed Young with individuals or a small group of students. Encourage students to join in reading the known or grade-appropriate decodable words. (RL.1.10, RF.1.3a-g, RF.1.4a-c) Then have students answer a combination of multiple-choice and constructed-response questions[8] about the text and in comparison to the other texts in the unit. Students should be expected to write a response to at least one of the questions. (L.1.1a-j, L.1.2a-e, L.1.6) Provide sentence frames[9] for students who need help writing complete sentences. Sample questions:

1. Prior to reading about the white mouse's investigation of the object near the pond, read aloud the following questions for students to answer in writing: "Are any of the mice right? What do you think the object near the pond is? Why?" (RL.1.1, RL.1.7, W.1.1)
2. Read aloud the following questions for students to answer orally: "Describe the main characters of this story." (RL.1.1, RL.1.3)
3. Read aloud the following questions for students to answer in writing: "Fill out the following chart to identify what the mice recognize when they investigate the object near their pond and what the object actually is." (Teacher Note: Students may require some support to identify *elephant's tusk* for the yellow mouse.) (RL.1.1, RL.1.2, RL.1.6, RL.1.7)

Character	What the character thinks the object is	What the object actually is
Red mouse	A pillar	An elephant's foot
Green mouse		
Yellow mouse		
Purple mouse		
Orange mouse		
Blue mouse		

4. Read aloud the following questions for students to answer orally: "Why do the mice *disagree*? How can the mice think the same object is different things?" (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7)
5. Read aloud the following questions for students to answer orally: "How is the seventh mouse able to get the mice to agree?" (RL.1.1, RL.1.2, RL.1.3, RL.1.7)
6. Read aloud the following question for students to answer orally: "Is this story an example of a fairy tale? Why or why not?" (RL.1.1, RL.1.5)

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[7] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[8] Ensure that students have access to the complete texts as they are testing.

[9] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

7. Read aloud the following questions for students to answer orally: “Explain the provided moral of the story. What real-life lesson can be learned from the experiences of the mice? What does this text teach you about how you should approach a new situation?” (RL.1.1, RL.1.2, RL.1.7)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Fairy tales • **Themes**: Life lessons in fairy tales, common ideas and elements shared across different tales • **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	This task focuses on: • Understanding grade-level texts • Writing in response to a text	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

EXTENSION TASK[10]

1. Ask students to choose a character from one of the fairy tales read in class.
2. Ask students to consider these questions: "What would you like to say to this character about the events of the story? What questions would you ask?"
3. Model for students how to brainstorm answers to the two questions based on a character not likely to be selected by many students.
4. Prompt students think about their own answers for the character they selected.
5. Divide the class into pairs. Ask students to select a character and share that character's name with their partner.
6. Have students write down the questions they would ask. (W.1.1, L.1.1.j) Provide students with sentence frames[11] to support them in writing complete interrogative sentences.
7. Prompt students to ask their partners the questions they developed, and have the partner respond as that character. (RL.1.1, RL.1.3, SL.1.1a-c, SL.1.3)
8. Have the pairs write their own fairy tale using the provided organizer and story structure on pages 173 and 175 of the *Domain 9 Read-Aloud Anthology*[12] from Core Knowledge Grade 1 Listening and Learning Strand. (W.1.3, W.1.7)
9. Make sure pairs include the elements of fairy tales studied in class. (RL.1.2, RL.1.3)

Teacher Notes:

- *Students are asked to develop questions about a character in one of the fairy tales and then respond to a peer's written questions from the point of view of the character from one of the fairy tales. They are then asked to write a fairy tale with their partner incorporating the elements discussed throughout the unit. The completed writing should use words from the vocabulary dictionary, including frequently occurring adjectives, to develop character traits. (L.1.1f, L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*
- *If time allows, work with students to type their letters and/or responses. (W.1.6)*

[10] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

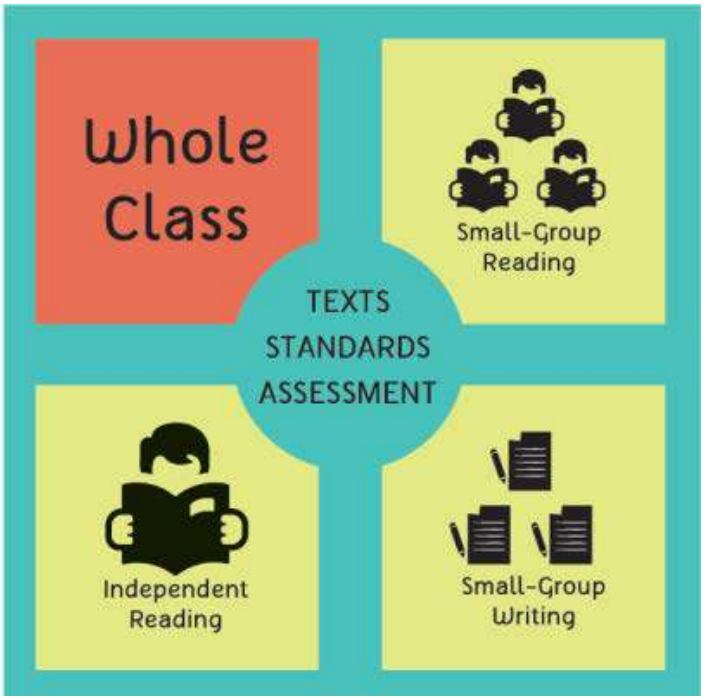
[12] http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Fairy tales • **Themes**: Life lessons in fairy tales, common ideas and elements shared across different tales • **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	This task focuses on: • Writing a fairy tale • Asking questions about a text • Understanding character traits	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[13] to locate additional information about this interactive framework.



Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and characters in and elements of fairy tales. Students will progressively build knowledge using the following tools throughout the unit.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 2.
- Fairy Tales Learning Log: Students create and maintain an **interactive notebook**[14] that contains a section for each story read in the unit. For each story read, students complete the following. Begin in Lesson 2.
    1. **Character Foldable:** Students name, illustrate, and describe the main characters from each story read in the unit. On the front of the tab, students illustrate the character and write the character's name. Underneath each flap, students write a description of the character, including adjectives. Each foldable can include more tabs to accommodate more characters, as necessary. Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits.
    2. **Things That Come in Threes Flip Book:** Students identify and give a written explanation of events that occur in threes in the stories. Each tab of the flip book identifies an element that comes in threes (e.g., three wishes, three tries). On each page, students name the stories that contain the element and provide an explanation of how that element is included. A model is available from **ReadWriteThink.org**.[15]
    3. **Elements of Fairy Tales Chart:** Students complete this chart for each fairy tale in this unit, using the chart located on **page 151 of the *Domain 9 Read-Aloud Anthology***[16] from Core Knowledge Grade 1 Listening and Learning Strand.

TEXT SEQUENCE	TEXT USE
LESSON 1:[17] "**The Brothers Grimm Fairy Tales and Stories**"	**TEXT DESCRIPTION:** This text provides a short biography of the Brothers Grimm. It tells briefly about their lives and why they chose to write fairy tales. **TEXT FOCUS:** This text provides a starting point for this unit and provides students exposure to another type of informational text (biographies). Read the biography to students and discuss the type of information it provides. (**RL.1.5**, **RI.1.1**, **RI.1.2**) Create a timeline of when the Brothers Grimm lived and wrote so students identify the age of the unit fairy tales. Have students demonstrate their understanding of biographies by working with a partner to write one. Each pair should work together to identify their full names, when and where they were born, and what they like to do (or other questions similar to the Grimm biography). Then students should present a brief oral biography of their partner to the class. (**SL.1.1a-c**, **SL.1.3**, **SL.1.4**, **SL.1.6**)

[14] **http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/**
[15] **http://www.readwritethink.org/files/resources/interactives/flipbook/**
[16] **http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales**
[17] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
LESSON 2: "The Brothers Grimm Fairy Tales and Stories" Pages 13-14 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology[18] *Sleeping Beauty*, Brothers Grimm (pages 16-19 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)	**TEXT DESCRIPTION:** "The Brothers Grimm Fairy Tales and Stories" provides a short biography of the Brothers Grimm. It tells briefly about their lives and why they chose to write fairy tales. Pages 13-14 of the *Domain 9 Read-Aloud Anthology* provide similar information to the brief biography. *Sleeping Beauty* tells the story of a young princess who is cursed by a fairy. She sleeps for years until a prince kisses her and she awakens, and the curse is broken. **TEXT FOCUS:** Use these texts to help students further understand when the tales were written and to highlight the popularity of the tales. Students will begin to identify the elements that must be present in a story in order for it to be classified as a fairy tale. Tasks will focus on the element of fantasy. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to texts read aloud, and then engage in a class discussion about the elements of a fairy tale. This lesson begins the Fairy Tale Learning Log. Students work with the words of the text and finish the lesson by writing a sentence in response to a question. **READ AND UNDERSTAND THE TEXT:** • Third Reading: (The first two readings were completed in Lesson 1.) Review the biography from Lesson 1 by having students answer the following questions: What authors did we learn about? When and where were they born? What did they like to do? (RI.1.1, RI.1.2, SL.1.2) Then share the information from page 13 of the *Domain 9 Read-Aloud Anthology* and complete the described tasks. • First Reading: Read aloud *Sleeping Beauty* following the procedures beginning with the Essential Background Information and Terms section on page 14 and continuing until page 19 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. • Class Discussion: Display the Elements of Fairy Tales chart from *page 151 of the Domain 9 Read-Aloud Anthology*[19] from Core Knowledge Grade 1 Listening and Learning Strand. Use chart paper or a projection device to make the chart large enough for all students to see. o Explain to students that they just heard a fairy tale about Sleeping Beauty. o Lead students in a discussion using the questions under the What Do We Know? section on page 14 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. (SL.1.1a-c, SL.1.3, SL.1.4, SL.1.6)

[18] To access the Core Knowledge texts for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

[19] http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales

TEXT SEQUENCE	TEXT USE
	○ As a class, complete the Elements of Fairy Tales chart for *Sleeping Beauty*. (**Teacher Note:** Students should begin to make distinctions between fairy tales and other literary stories, such as the inclusion of magic, the setting [e.g., "Once upon a time" and the presence of royalty], and a good and evil character). Allow students to make connections between *Sleeping Beauty* and other fairy tales with which they are familiar and ask questions (e.g., "Do fairy tales always have a princess?" or "Did Disney create fairy tales?") to clear up any misunderstandings they may have about fairy tales or other texts they may mistakenly think are fairy tales. ○ Provide students with a copy of the completed elements chart to place in their Fairy Tales Learning Log. • Second Reading: Reread *Sleeping Beauty* and stop at various points to ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing **question stems or conversation starters**[20] and developing a routine to ensure that all students are participating in the question asking and answering. (**SL.1.1a-c**, **SL.1.2**, **SL.1.3**) The following questions are adapted from pages 19-20 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Ask students: ○ At the beginning of the fairy tale, why do the king and queen have a feast? Who is invited? (**RL.1.1**, **RL.1.2**) ○ What do some of the fairies give the child? Are these gifts objects she can hold? What are these gifts? Why are they important? (**RL.1.1**, **RL.1.2**, **RL.1.3**, **RL.1.4**) ○ Why does the king not invite the 13th fairy? Is this a good decision? Why? (**RL.1.1**, **RL.1.2**, **RL.1.3**) ○ What happens when the 13th fairy becomes angry? What problem does this cause? How do the 12th fairy and the king try to solve the problem? What does the king do to help make sure the problem is solved? (**RL.1.1**, **RL.1.2**) ○ What happens on the princess's 15th birthday? (**RL.1.1**, **RL.1.2**) ○ How does this fairy tale end? Is it a happy ending? (**RL.1.1**, **RL.1.2**) • Word Work: Build a class unit vocabulary dictionary that students can rely on in their writing. (**L.1.6**) ○ Use a similar process throughout the unit for building the unit vocabulary dictionary. ▪ Say each word being studied and give the word a student-friendly definition. (**RL.1.4**) ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech. (**L.1.4a**)

[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ Use the word in another sentence. ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.1.1b, L.1.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.1.6) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d-e; L.1.6) ▪ Gather each page from the pairs and combine them into a single dictionary. (W.1.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c) ▪ For *Sleeping Beauty*, focus on adding the following words to the unit vocabulary dictionary: *virtue, wisdom*/*wise*, *prick*/*pricked*, *evil*, *spell*, *soften*, *hardly*, *enchanted*, *feast*/*feasting*, and *rejoicing*. • Student Practice: Have students complete various tasks to demonstrate independent understanding of the text. o Divide the class into small groups. Provide the groups with the images[21] for *Sleeping Beauty*. Ask the groups to sequence the images, and then collectively retell the events of the story by taking turns, with each student telling a single event based on a single image. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) o As a class, review the class Elements of Fairy Tales chart filled in at the beginning of the lesson. Have students consider the elements of the fairy tale and discuss what elements could not happen in real life and what elements could happen in real life. (SL.1.1a-c) o Discuss the traits of the various characters in the story. Ask students, "Which characters are good, and which characters are evil? Who wins in the end? What does this teach us about how we should act?" (RL.1.1, RL.1.2, RL.1.3, RL.1.9, SL.1.2) o Create a character foldable for *Sleeping Beauty* to place in the Fairy Tales Learning Log. Provide students with a piece of paper to create the foldable for *Sleeping Beauty*. The foldable needs four flaps. A template for creating a four-tab foldable with a spot for the title of the story is available here.[22] Ask students to name and illustrate the main characters from *Sleeping Beauty* (e.g., the king, the 13th fairy, the princess, and the prince). Then, underneath each tab, have students write a description of each character, including adjectives.

[21] http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf
[22] http://www.iamhomeschooling.com/images/stories/printables/templates/4tabhfoldtitle.pdf

TEXT SEQUENCE	TEXT USE

(RL.1.1, RL.1.3, SL.1.5, L.1.1f)

The king	The 13th fairy	The princess	The prince
Sleeping Beauty			

- Update the class elements chart based on the various discussions.

EXPRESS UNDERSTANDING:

- Independent Writing: Present students with the following question: "What could the king and queen have done differently to prevent the spell from being cast on the princess?" (RL.1.2)
  - Lead students in a Shared Inquiry Discussion[23] to brainstorm, list, and discuss solutions.
  - Ensure that students use accountable talk[24] throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6)
  - Ask students write a response to the question. (W.1.1, W.1.8)
  - Provide a sentence frame[25] for students who need help writing a complete sentence.
  - Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)
- **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and

[23] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 3: *Rumpelstiltskin*, Brothers Grimm (pages 29-32 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)[26]	**TEXT DESCRIPTION:** This fairy tale is the story of a miller's daughter who is given an impossible task to complete. A strange man comes to her aid but asks for her first-born child in return. She ends up guessing his unusual name and getting to keep her child. **TEXT FOCUS:** The focus of this fairy tale is on the elements of good versus evil and events or details that occur in threes. **MODEL TASKS** **LESSON OVERVIEW:** Students continue to build knowledge of the elements of fairy tales and work on vocabulary and the Fairy Tales Learning Log. They participate in a class discussion and find and use evidence from the text—not just personal experience or opinion—to support their answers during the discussion and tasks. **READ THE TEXT:** • First Reading: Read aloud *Rumpelstiltskin* on pages 29-32 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) o Use a similar process to that used in Lesson 2. o For *Rumpelstiltskin*, focus on adding the following words to the unit vocabulary dictionary: *clever, boasting*, *impress*, *promise/promised, larger*, *succeed/success*, *pleased*, *pity*, *messenger*, *deny*, *claim*, and *stamped*. • Student Practice: Divide the class into pairs. Provide pairs of students with the images[27] for *Rumpelstiltskin*. Ask the pairs to sequence the images and retell the events of the story to each other. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) • Second Reading: Provide each pair with two copies of a blank Elements of Fairy Tales chart. Reread *Rumpelstiltskin* and stop at various points to complete a class chart. Ask the pairs to write the parts they know on their blank chart. Place the elements chart in the *Rumpelstiltskin* section of the Fairy Tales Learning Log. **UNDERSTAND THE TEXT:** • Class Discussion: Read *Rumpelstiltskin* a third time. Throughout the reading, ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters,[28] and develop a routine to ensure that all students are participating in the question asking and

[26] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.
[27] http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf
[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	answering. (SL.1.1a-c, SL.1.2, SL.1.3) The following questions are adapted from pages 33-34 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Ask students: o How does this fairy tale begin? o What talent does the father *boast* that his *clever* daughter has? What problem does the miller's *boasting* create? (RL.1.1, RL.1.2, RL.1.4, L.1.4c) o How does the miller's daughter solve her original three problems? What three things does she promise? What additional problem do these three promises cause for her? o How many days does the queen have to solve her problem and keep her child? o How does this fairy tale end? • Student Practice: Have students complete various tasks to demonstrate independent understanding of the text. o Ask students to review the Elements of Fairy Tales chart filled out as pairs during the second reading for the text. Have students consider the elements of the fairy tale and discuss what elements could not happen in real life and what elements could happen in real life. (RL.1.5, SL.1.1a-c) o Discuss the traits of the various characters in the story. (RL.1.3) Create a character foldable for *Rumpelstiltskin* to place in the Fairy Tales Learning Log. Use a similar process as described in Lesson 2. This foldable needs three flaps—one each for the miller, the queen (the miller's daughter), and Rumpelstiltskin. A template for creating a three-tab foldable with a spot for the title of the story is available here.[29] (RL.1.1, RL.1.3, SL.1.5) Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits. (L.1.1a, b, f; L.1.2a) o Begin the Things That Come in Threes flip book and add information for *Rumpelstiltskin*. A model for creating a flip book electronically is available from ReadWriteThink.org.[30] (W.1.6) Have students identify the various things that come in threes in *Rumpelstiltskin* (e.g., three tests, three promises, and three tries). (RL.1.1, RL.1.2, RL.1.3) Write each of the things that come in threes on a different tab of the flip book. On the "Three Tests" page, ask students to write Rumpelstiltskin and explain and/or illustrate the three tests that occur in the story (e.g., The miller's daughter has to spin straw into gold three times). (W.1.2, L.1.1a-j, L.1.2a-e, L.1.6) As needed, provide a sentence frame[31] to support students in writing their explanation. Place the Things That Come in Threes flip book at the front of the Fairy Tales Learning Log.

[29] http://www.iamhomeschooling.com/images/stories/printables/templates/3tabhfoldtitle.pdf
[30] http://www.readwritethink.org/files/resources/interactives/flipbook/
[31] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE

Things That Come in Threes in Fairy Tales
Three Tests
Three Promises
Three Tries

- **Note for Small-Group Reading:** Provide students with additional opportunities to read versions of the same fairy tale to deepen their understanding of characters, build vocabulary, work on comparing and contrasting similar tales, and practice reading with expression on successive readings. (RL.1.3, RL.1.4, RL.1.9, RF.1.4b, L.1.4a-c, L.1.5a-d, L.1.6)
    - *A Handful of Beans* by Jeanne Steig contains a version of *Rumpelstiltskin* with rhyme, additional dialogue, and illustrations, which could be good for reading and discussing with a small group of students. Students can add to the Rumpelstiltskin section in their Fairy Tale Learning Log.
    - *New-Fangled Fairy Tales Book 2: Classic Stories with a Funny Twist* by Bruce Lansky introduces modernized and humorous versions of *Rumpelstiltskin, Rapunzel,* and *Hansel and Gretel*. These texts are complex, but they offer opportunities for students to extend their learning to understand the influence of fairy tales and consider how modern authors have added and changed the stories written by the Brothers Grimm. Tell students these stories are "retellings" or "adaptations" of the original stories to show other ways of thinking about the tales. Read these adaptations in a small-group setting using a process similar to the description on page 53 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Students can add to the appropriate section in their Fairy Tale Learning Log.

EXPRESS UNDERSTANDING:

- Independent Writing: Present students with the following questions: "In *Rumpelstiltskin*, which characters make good decisions, and which characters make decisions to help only themselves (they are *selfish)*? What is the result of

TEXT SEQUENCE	TEXT USE
	their *selfishness*? What does this teach us about how we should act?" (RL.1.1, RL.1.2, RL.1.4, RL.1.9, L.1.4b, L.1.6) o Lead students in a Shared Inquiry discussion[32] to discuss answers to the questions. o Ensure that students use accountable talk[33] throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6) o Ask students to write a response to the following question: "What lesson can we learn from this story?" (W.1.1, W.1.8) o Provide a sentence frame[34] for students who need help writing a complete sentence. o Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 4: *Rapunzel*, Brothers Grimm (pages 44-47 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)[35]	**TEXT DESCRIPTION:** A man is caught stealing from the garden of a witch. He promises to give the witch his child when it is born. The witch takes the girl, Rapunzel, to a high tower in the forest that can only be entered by Rapunzel letting down her hair. A prince discovers this and begins to visit Rapunzel. When their friendship is discovered by the witch, Rapunzel is sent deep into the forest, and the prince is blinded after he falls from the tower. Rapunzel and the prince are reunited in the forest, she helps him see again, and they marry and live happily ever after. **TEXT FOCUS:** At this point, students have been exposed to a number of fairy tales. The information they have gathered will be used to compare and contrast stories and to strengthen and increase their skills. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in multiple readings of *Rapunzel*. They work in small groups and/or pairs to build their knowledge of the text and the fairy tale elements present in a story, and consider why *Rapunzel* should be classified as a fairy tale. Students continue to work on vocabulary and creating the Fairy Tales Learning Log. The lesson concludes with students using the various elements charts to begin comparing and contrasting the stories. **READ THE TEXT:**

[32] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[35] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE

	• Pre-Reading: Ask students to review the *Sleeping Beauty* and *Rumpelstiltskin* sections of their Fairy Tales Learning Log. Briefly discuss what makes those two stories examples of fairy tales.
	• First Reading: Read aloud *Rapunzel* on pages 44-47 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand.
	• Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6)
	  o Use a similar process to that used in Lesson 2.
	  o For *Rapunzel*, focus on adding the following words to the unit vocabulary dictionary: *longed*, *worried*, *desires*, *delight*, *merciful*, *condition*, *flustered*, *loneliness*, *betrayed*, and *wander/wandered/wandering*.
	• Student Practice: Divide the class into small groups. Work with each small group to check their understanding of the main events of the story. Provide the groups with the images[36] for *Rapunzel*. Ask the groups to sequence the images, and then collectively retell the events of the story by taking turns, with each student telling a single event based on a single image. Evaluate how well individual students are able to retell their particular events. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6)
	• Second Reading: Provide the small groups with copies of a blank Elements of Fairy Tales chart. Reread *Rapunzel*.
	  o Project the text or provide groups with the text for them to follow along.
	  o Prompt students to chorally read the dialogue with expression based on the punctuation. (RF.1.4b)
	  o To demonstrate their understanding of who is speaking at different points in the text, ask students to use different voices, hold up different puppets representing the characters, or use a different gesture when reading dialogue for the different characters. (RL.1.6)
	  o Stop at various points during the reading. (RL.1.1, RL.1.2, RL.1.3) Create a class Elements of Fairy Tales chart and ask the pairs to write the parts they know on their blank chart. Place the elements chart in *Rapunzel* section of the Fairy Tales Learning Log. Additional guidance for this activity is located on pages 51-52 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand.
	UNDERSTAND THE TEXT:
	• Class Discussion: Read *Rapunzel* a third time. Throughout the reading, ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters,[37] and develop a routine to ensure that all students are participating in the question asking and answering.

[36] http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf
[37] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	(SL.1.1a-c, SL.1.2, SL.1.3) The following questions are adapted from pages 48-49 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Ask students: o Explain the problem the husband and wife create at the beginning of the fairy tale. Why do the husband and wife act the way they do? What is the result of their actions? (RL.1.1, RL.1.2, RL.1.3) o Is there any other way the husband could have solved the problem? Do you think he makes a good decision to agree to the witch's demand? o How is the promise made in *Rapunzel* similar to the promise made in *Rumpelstiltskin*? Are the characters' reasons for making their promises similar or different? (RL.1.1, RL.1.3, RL.1.9) o Why is Rapunzel lonely? (RL.1.1, RL.1.3) o What does it mean that Rapunzel's song had entered the prince's heart? (RL.1.1, RL.1.4, L.1.6) o What happens when the witch finds out that the prince has been visiting Rapunzel? (RL.1.1, RL.1.2) o Does the fairy tale have a happy ending? Why or why not? • Student Practice: Have students complete various tasks to demonstrate independent understanding of the text. o Ask students to review the Elements of Fairy Tales chart filled out as small groups during the second reading. Have students consider the elements of the fairy tale and identify what happens in *Rapunzel* that is fantasy. (RL.1.5, SL.1.1a-c) Place the elements chart in the Fairy Tales Learning Log in the section for *Rapunzel*. o List the characters from the story as students provide them. Reread, or call on students to read, sections of the story that describe Rapunzel. List adjectives or descriptive phrases that describe her (e.g., *beautiful*, *young*, "long, golden hair"). Prompt students to include character traits as well (e.g., *kind*, *resourceful*). (RL.1.3) Then have students create a character foldable for *Rapunzel* to place in the Fairy Tales Learning Log. Use a similar process to that described in Lesson 2. This foldable needs five flaps—one each for the husband, the wife, the witch, Rapunzel, and the prince. A template for creating a five-tab foldable with a spot for the title of the story is available here.[38] (RL.1.1, RL.1.3, SL.1.5) Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits. (L.1.1a, b, f; L.1.2a) **EXPRESS UNDERSTANDING:** • Word Work: Have students practice using the vocabulary from the unit and making connections between the words

[38] http://www.iamhomeschooling.com/images/stories/printables/templates/5tabhfoldtitle.pdf

TEXT SEQUENCE	TEXT USE
	to further understand and describe the characters. (RL.1.3, RF.1.3f, L.1.1j, L.1.2b, L.1.4c, L.1.6) o Model the concept of antonyms. Rewrite the sentences and ask students to identify the antonym from the unit vocabulary dictionary to use in the sentence. For example, for "Rumpelstiltskin was angry when the queen guessed his name," students should identify, "Rumpelstiltskin was pleased when the queen guessed his name." For "Rapunzel did not obey the witch when she let the prince into the tower," students should identify, "Rapunzel did not defythe witch when she let the prince into the tower." o Have students work in pairs to create sentences from the stories describing the characters. For example: "Rumpelstiltskin was a short man. Rapunzel had long hair." o Ask students to rewrite the sentences using the antonyms. For example, "Rumpelstiltskin was a tall man. Rapunzel had short hair." o Depending on student ability, introduce the concept of commas in a series. Have students describe the characters using a series of adjectives and demonstrate how to separate the adjectives using commas. For example, "Rumpelstiltskin was selfish, greedy, and mean" or "Rapunzel's hair was long, golden, and beautiful." (RL.1.3, L.1.1f, L.1.2c) • Independent Writing: Present students with the following questions based on page 52 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand: "How are the characters or events in the fairy tales the same? How are the characters or events in the stories different? What kinds of problems do the main characters have to solve? What kinds of solutions appear in these fairy tales? How has each fairy tale begun and ended? Do you think these stories are important for children to read?" (RL.1.9) o Prompt students to review the first three sections of their Fairy Tales Learning Log. o Lead students in a Shared Inquiry discussion[39] to discuss answers to the questions. o Ensure that students use accountable talk[40] throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6) o Divide the class into pairs and ask the pairs to orally compare and contrast two of the characters or events. o Have students use the following sentence frames[41] to compare and contrast two characters or events from the unit. Possible sentence frame: "How are the characters in the stories the same? Both stories have

[39] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[40] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[41] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	characters who _____. How are the characters different? One character _____. The other character _____." (RL.1.9, W.1.2) o Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 5: Biography of a king, queen, prince, or princess[42] (e.g., Princess Diana, Queen Victoria, Cleopatra VII, or Queen Elizabeth I) "The Queen's Working Day"[43] from *The Official Website of the British Monarchy*	**TEXT DESCRIPTION:** These web pages provide information about real royalty. **TEXT FOCUS:** Use these texts to provide information on the lives, events, histories, and responsibilities of real-life royalty. Students gain an awareness of the existence of royalty today and what their lives are like. Determine which biography and places to focus on based on student interest and questions. Prior to reading the information, have students determine what they would like to know about real-life royalty. Record these questions and ideas to guide further lessons and searches for information. Read aloud the biography and day-in-the-life text and ask students to share any information they gained from the pictures. (RI.1.6, RI.1.7) Have students answer questions about royalty similar to the ones discussed in Lesson 1. (RI.1.1, RI.1.2) Then have students compare royalty in fantasy (fairy tales) to royalty in reality: Are there any similarities between a real royal family member and those in fairy tales? (RI.1.9)
LESSON 6: Part 1 of *The Frog Prince*, Brothers Grimm (pages 58-60 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)[44]	**TEXT DESCRIPTION:** In this fairy tale, a frog helps a princess retrieve a ball she has lost down a well in return for her promise to share everything she has with him. The princess does not want to keep her promise, but at the insistence of her father, she does. The frog turns out to be a prince who was cursed by a witch. **TEXT FOCUS:** Use students' knowledge from the previous unit to support their understanding of the differences between fantasy and reality. Students continue to build knowledge about fairy tale elements. **MODEL TASKS** **LESSON OVERVIEW:** Students review knowledge they have about real frogs and make predictions about what the Frog Prince may look like. They listen to the text read aloud. Then they continue to work with the vocabulary and complete the Fairy Tales Learning Log. The lesson concludes with students working with conjunctions and then creating a class H-chart or Venn diagram to compare real frogs to the Frog Prince.

[42] http://www.ducksters.com/biography/
[43] http://www.royal.gov.uk/HMTheQueen/DayInTheLife/Queensworkingday.aspx
[44] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Pre-reading: Have students make connections with previous knowledge to support their reading of the fairy tale. For this tale, focus on student understanding of frogs (from the *Frogs* unit) and royalty (from Lesson 5 of this unit). o Use the questions and process explained on page 56 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. o As a class, discuss the knowledge students have about frogs (e.g., where they live, what they look like). Provide each student with a blank Elements of Fairy Tales chart. Ask students to look at the Characters section of the elements chart. Prompt them to illustrate a picture predicting what they think the Frog Prince looks like, incorporating what they have learned about frogs, royalty, and other fairy tale characters. • First Reading: Read aloud Part 1 of *The Frog Prince* on pages 58-60 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) o Use a similar process to that used in Lesson 2. o For Part 1 of *The Frog Prince*, focus on adding the following words to the unit vocabulary dictionary: *mighty*, *disappointment*, *timid*, *wailed*, *afterward, eagerly*, *emerged*, *remarked*, *settled*, *court, retrieved*, *unwillingly*, *patiently*, and *glee*. • Second Reading: Provide groups copies of a blank Elements of Fairy Tales chart. Reread Part 1 of *The Frog Prince*. o Project the text or provide groups with the text for them to follow along. o Prompt students to chorally read the dialogue with expression based on the punctuation. (RF.1.4b) o To demonstrate their understanding of who is speaking at different points in the text, ask students to use different voices, hold up different puppets representing the characters, or use a different gesture when reading dialogue for the different characters. (RL.1.6) o Stop at various points during the reading and prompt the groups to begin filling out the elements chart for *The Frog Prince* (it will be completed in Lesson 7). (RL.1.1, RL.1.2, RL.1.3) Additional guidance for this activity is located on pages 63-64 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. • Third Reading: Read Part 1 of *The Frog Prince* a third time. Throughout the reading, ask questions for students to

TEXT SEQUENCE	TEXT USE
	demonstrate understanding. Encourage students to ask questions about the text by providing **question stems or conversation starters**,[45] and develop a routine to ensure that all students are participating in the question asking and answering. (**SL.1.1a-c**, **SL.1.2**, **SL.1.3**) The following questions are adapted from pages 60-61 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Ask students: o Describe the problem that happens at the beginning of the story. How does the princess respond? (**RL.1.1**, **RL.1.2**, **RL.1.3**) o What does the princess promise the frog? (**RL.1.1**, **RL.1.2**) o Does the princess intend to keep her promise? What are some clues that tell us how she feels about her promise and about the frog? (**RL.1.1**, **RL.1.2**, **RL.1.3**) o How does the king respond when he hears what the princess has done? Why does the princess obey the king and let the frog in? (**RL.1.1**, **RL.1.2**, **RL.1.3**) • Student Practice: Continue the Things That Come in Threes flip book begun in Lesson 3 and add information for Part 1 of *The Frog Prince*. Have students identify the three promises the princess makes to the frog. (**RL.1.1**, **RL.1.2**, **RL.1.3**) On the "Three Promises" page, ask students to write The Frog Prince and explain and/or illustrate the three promises the princess makes to the frog (e.g., The princess has to agree to be the frog's friend forever, love him, and share everything with him). (**W.1.2**, **L.1.1a-j**, **L.1.2a-e**, **L.1.6**) As needed, provide a **sentence frame**[46] to support students in writing their explanation. • Word Work: Follow the procedures for the Syntactic Awareness Activity on pages 64-65 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Focus students on using the conjunction *because*. (**L.1.1g**) o On page 65, replace the *Imagining* activity with the following task: o Have students practice using words from the vocabulary dictionary and making real-life connections. (**L.1.1g**, **j**; **L.1.4c**; **L.1.5c**; **L.1.6**) Have students work with a partner to orally complete the sentence starters by providing a reason why the following situations happened. (**SL.1.1a-c**, **SL.1.4**, **SL.1.6**) ▪ Our class is *delighted* to go outside because… ▪ Today I am waiting *patiently* because… ▪ It is not *wise* to *boast* because…

[45] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[46] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Fourth Reading: Divide students into groups. Provide the groups with Part 1 of *The Frog Prince* to read the aloud. o While they are reading, ask students to highlight, underline, or circle words or phrases that express strong emotion or feelings or help us to more fully understand what the characters are doing or thinking. For example: *mysterious*, *timid*, *ickiest*. (RL.1.3, RL.1.4, L.1.6) o Create a three-column class chart. Record the words students identified in the first column. Then label column two "Synonyms" and column three "Antonyms." o Complete the chart as a class, providing words with similar meanings and words with opposite meanings wherever possible and filling in what they are not able to provide. Ask students, "Why do you think the author chose to use _____ instead of _____?" while completing the chart. Have students act out the meanings of the synonyms, demonstrating the different shades of meaning among the words. (L.1.5a, b, c, d) o Introduce and use a thesaurus to support the completion of the chart. o Depending on abilities of the students, have students choose one to three words from the chart and write a response to the following sentence frame: "I think the author chose to use the word _____ because _____." (W.1.1; L.1.1f, g, j; L.1.2b, d, e) **EXPRESS UNDERSTANDING:** • Shared Writing: Create a class H-chart or Venn diagram comparing and contrasting the Frog Prince and real frogs, focusing on what is fantasy and what is reality. Have students provide the information to complete. (RL.1.1, RL.1.3, RL.1.5, RI.1.3, RI.1.9, W.1.8)
LESSON 7: Part 2 of *The Frog Prince*, Brothers Grimm (pages 70-73 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)[47]	**TEXT DESCRIPTION:** In this fairy tale, a frog helps a princess retrieve a ball she has lost down a well in return for her promise to share everything she has with him. The princess does not want to keep her promise, but at the insistence of her father, she does. The frog turns out to be a prince who was cursed by a witch. **TEXT FOCUS:** Use students' knowledge from the previous unit to support their understanding of the differences between fantasy and reality. Students continue to build knowledge about fairy tale elements. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in multiple readings of the text (from read-aloud to read-along activities). Students then work to fill out the elements chart and continue to work with the vocabulary and complete the Fairy Tales Learning Log. Then they work to understand the conjunction *so*. The lesson concludes with students writing an opinion response.

[47] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Pre-Reading: Show the images[48] for Part 1 of *The Frog Prince*. Have students orally retell the events of the first part of the story to remember what has happened so far. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) • First Reading: Read aloud Part 2 of *The Frog Prince* on pages 70-73 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) o Use a similar process to that used in Lesson 2. o For Part 2, focus on adding the following words to the unit vocabulary dictionary: *glared*, *dreadfully*, *insisted*, *contented*, *refused*, *disgust/disgusting, possessions*, *scold*, *decidedly*, *roughly, possible*, and *impatient*. • Second Reading: Provide groups copies of a blank Elements of Fairy Tales chart. Reread Part 2 of *The Frog Prince*. o Project the text or provide groups with the text to follow along. o Prompt students to chorally read the dialogue with expression based on the punctuation. (RF.1.4b) o To demonstrate their understanding of who is speaking at different points in the text, ask students to use different voices, hold up different puppets representing the characters, or use a different gesture when reading dialogue for the different characters. (RL.1.6) o Stop at various points during the reading and prompt the groups to fill out the elements chart for *The Frog Prince*. (RL.1.1, RL.1.2, RL.1.3) Additional guidance for this activity is located on pages 77-78 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. • Third Reading: Read Part 2 of *The Frog Prince* a third time. Throughout, ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters.[49] (SL.1.1a-c, SL.1.2, SL.1.3) The following questions are taken or adapted from pages 74-75 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. o Ask students: "Were your predictions correct? Why or why not?" (RL.1.1, RL.1.2) o Ask students: "When the princess is being mean to the frog, the frog says: 'O careful, careful, princess fair! Promises are more than air.' What does the frog mean? Would the king agree with the frog's warning? Why

[48] http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf
[49] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>
or why not?" (RL.1.1, RL.1.2, RL.1.4)

Complete the following chart as a class. (RL.1.1, RL.1.3, RL.1.4, L.1.1f, L.1.6)

<table>
<tr><td>Event</td><td>The frog's reaction</td><td>The princess's reaction</td></tr>
<tr><td>Frog eats at the table</td><td></td><td></td></tr>
<tr><td>Frog sleeps in the princess's bed</td><td></td><td></td></tr>
<tr><td>Frog kisses the princess</td><td></td><td></td></tr>
</table>

Add these three events to the Things That Come in Threes flip book begun in Lesson 3. Add the events under the "Three Tests" tab. (RL.1.1, RL.1.2, RL.1.3) On the "Three Tests" page, ask students to write The Frog Prince and explain and/or illustrate the three events after the princess lets the frog into the castle. (W.1.2, L.1.1a-j, L.1.2a-e, L.1.6) As needed, provide sentence frames[50] to support students in writing their explanations.
Ask students: "Why did the frog turn into a prince?" (RL.1.1, RL.1.2, RL.1.3)
Ask students: "Does this fairy tale have a happy ending? How do you know?" (RL.1.1, RL.1.2, RL.1.3)
Have students to consider Part 1 of The Frog Prince and the above events chart. Ask them: "How does the princess feel about keeping her promises at the beginning of the story? How does she feel once the frog turns into a prince?" (RL.1.1, RL.1.2, RL.1.3)
What does this text teach us about how we should act? What actions or behavior have good outcomes? What actions or behavior have bad outcomes? (RL.1.1, RL.1.2)

Student Practice: Have students complete various tasks to demonstrate independent understanding of the text.

Ask students: "Is this story a fairy tale? Explain how you know by using and completing the Elements of Fairy Tales chart." Have students identify what happens in The Frog Prince that is fantasy. (RL.1.5, SL.1.1a-c) Place the elements chart in the Fairy Tales Learning Log in the section for The Frog Prince.

</td></tr>
</table>

[50] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Add any new information from this section to the Venn diagram started for Part 1. Have students complete the chart, focusing on the word *because* and citing prior knowledge and facts included in the Venn diagram gained from informational texts about frogs in Unit 2. o List the characters from the story as students provide them. Have students create a character foldable for *The Frog Prince* to place in the Fairy Tales Learning Log. Use a similar process to the one described in Lesson 2. This foldable needs three flaps—one each for the king, the princess, and the Frog Prince. A template for creating a three-tab foldable with a spot for the title of the story is available here.[51] (RL.1.1, RL.1.3, SL.1.5) Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits. (L.1.1a, b, f; L.1.2a) o Ask students: "Is the princess good or evil?" Provide student groups the text for this part of the story. While they reread this part, have students highlight, underline, or circle sections of the text that support their answers. o Have students compare and contrast the miller's daughter's promise to Rumpelstiltskin and the princess's promise to the frog. Ask students: "Why did the characters make their promises? Are their reasons for making the promises similar or different? Did each character keep the promise made? Were they right or wrong to keep/break the promise?" **EXPRESS UNDERSTANDING:** • Word Work: Follow the procedures for the Syntactic Awareness Activity on pages 78-79 of the *Domain 9 Read-Aloud Anthology* from Core Knowledge Grade 1 Listening and Learning Strand. Focus students on using the conjunction *so*. (L.1.1g) o Remind students that we use the word *because* to join two parts of a sentence. One part tells us what happened, and the other part tells us why something happened, or the cause. o Explain to students that the conjunction *so* is used to put phrases together that tell us what will happen. o Provide the example from *The Frog Prince* on page 78. Provide the additional examples on page 78 and ask students, "What happened after it started raining?" Or, "Why did they take their umbrella?" and "What happened when they were hungry?" Or, "Why did they eat a snack?"

[51] http://www.iamhomeschooling.com/images/stories/printables/templates/5tabhfoldtitle.pdf

TEXT SEQUENCE	TEXT USE
	○ Then have students practice using words from the vocabulary dictionary and making real-life connections. (L.1.1g, j; L.1.4c; L.1.5c; L.1.6) Use this task instead of the *Sequencing* activity on page 79. Have students work with a partner to orally complete the sentence starters by explaining what happened as a result of the following situations. (SL.1.1a-c, SL.1.4, SL.1.6) ▪ I am *unwilling* to eat broccoli, so I… ▪ The class *refuses* to listen to the teacher, so she… ▪ The prince had too many *possessions*, so he… • Student Writing: Ask students: "Do you agree with the Frog Prince's decision at the end of the story to stay at the palace and be friends with the princess? Why or why not?" (Other possible prompts: "If you were the Frog Prince, would you have stayed at the castle with the princess? Why or why not?" or "Should the Frog Prince have stayed at the castle at the end of the story? Why or why not?") Then have students work independently or in pairs to write an answer to the question, using either *because* or *so* to expand their thinking. ○ Provide students with sentence frames[52] as needed to support them in writing complete sentences and organizing their response. (W.1.1, L.1.1j) ○ Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 8: *Hansel and Gretel*, Brothers Grimm (pages 90-93 and 103-106 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)[53] *Jack and the Beanstalk*,	**TEXT DESCRIPTION:** The last two tales (*Hansel and Gretel* and *Jack and the Beanstalk*) are more complex in structure and content than earlier tales. **TEXT FOCUS:** Only teach one of the tales. Select the tale to teach based on student interest. Use these texts to further analyze characters and compare and contrast fairy tales. Both tales come with a detailed lesson. Follow the provided lesson, adapting them as was done in previous lessons in this unit and incorporating the content that is not included in the published lesson for the Fairy Tales Learning Log. Ensure that students demonstrate more independence in completing the various charts as they have engaged with them over the course of several lessons. Focus students on analyzing the characters in the tale (e.g., whether they are good or evil) and engage in a discussion or debate about the topic. Conclude the lesson by having

[52] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[53] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
Brothers Grimm (pages 115-117 and 127-129 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)	students compare and contrast two characters in the story and write a short response to determine who is the most evil character in the text and provide reasons, using *because* or *so* in their writing.
LESSON 9: *Seven Blind Mice,* Ed Young	**TEXT DESCRIPTION:** *Seven Blind Mice* by Ed Young tells of seven mice who attempt to guess the object by their pond. After several attempts with different results, one mouse determines the best way to determine what the object is. **TEXT FOCUS:** This text, while not a fairy tale, provides students opportunities to demonstrate their understanding of folktales and their morals. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 10:	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task
LESSON 11: *Rumpelstiltskin*, Brothers Grimm (pages 29-32 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)	**MODEL TASKS** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

UNIT: *MOONCAKE*

ANCHOR TEXT

Mooncake, Frank Asch (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *Goodnight Moon*, Margaret Wise Brown
- ***Papa, Please Get the Moon for Me***, Eric Carle
- *Kitten's First Full Moon*, Kevin Henkes (**Full text**, pages 24-25, and **Video**)
- *Moondance*, Frank Asch
- *Bear Shadow*, Frank Asch

Informational Texts (Nonfiction)

- *The Moon*, Carmen Bredeson
- "Visiting the Moon" from *The Moon,* Allison Lassieur
- Excerpts from *The Moon Book*, Gail Gibbons
- Excerpt *Me and My Shadow*, Arthur Dorros

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "**Moon Pictures**," *Curiosity* on Discovery.com (Photographs)

UNIT FOCUS

Students learn factual information about the moon and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people's findings. They begin to use evidence to investigate what is real and what is imaginary in various tales about the moon. "**The Moon Challenge**"[1] explains a similar unit with science connections.

Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts

Reading: **RL.1.1**, **RL.1.2**, **RL.1.3**, **RL.1.4**, **RL.1.5**, **RL.1.6**, **RL.1.7**, **RL.1.9**, **RL.1.10**, **RI.1.1**, **RI.1.2**, **RI.1.3**, **RI.1.4**, **RI.1.5**, **RI.1.6**, **RI.1.7**, **RI.1.9**, **RI.1.10**

Reading Foundational Skills:[2] **RF.1.1a**; **RF.1.2a**, **b**, **d**; **RF.1.3a-f**; **RF.1.4a-c**

Writing: **W.1.1**, **W.1.2**, **W.1.3**, **W.1.5**, **W.1.6**, **W.1.7**, **W.1.8**

Speaking and Listening: **SL.1.1a-c**, **SL.1.2**, **SL.1.3**, **SL.1.4**, **SL.1.5**, **SL.1.6**

Language: **L.1.1a-j**, **L.1.2a-e**, **L.1.4a-c**, **L.1.5a-d**, **L.1.6**

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[1] http://www.achievethecore.org/content/upload/The%20Moon%20Challenge%20Article.pdf

[2] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Mooncake Unit Overview

Unit Focus

- **Topic:** The moon, patterns, shadows
- **Themes:** The differences between what is real and what is imaginary
- **Text Use:** Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts

Summative Unit Assessments

A culminating writing task:

- Use informational texts to support understanding of literary texts
- Write complete sentences
- Write a letter with a topic, reasons, and sense of closure

A cold-read task:

- Understand grade-level texts
- Write in response to texts

An extension task:

- Create a class book based on information from texts and experiences
- Present information

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1**:** *Moondance* (sample tasks)
- Lesson 2**:** *Mooncake*
- Lesson 3**:** *Goodnight Moon* and *Mooncake* (sample tasks)
- Lesson 4**:** Pages 1-4, 7-13, and 21-25 of *The Moon Book* and *Mooncake* (sample tasks)
- Lesson 5**:** *The Moon* and "Visiting the Moon" from *The Moon*
- Lesson 6**:** *Mooncake* (sample tasks)
- Lesson 7**:** *Kitten's First Full Moon* and *Mooncake* (sample tasks)
- Lesson 8**:** Pages 1-19 of *Me and My Shadow* and *Bear Shadow*
- Lesson 9**:** Literary texts from the unit (culminating writing task)
- Lesson 10**:** *Papa, Please Get the Moon for Me* (cold-read task)
- Lesson 11**:** Informational texts from the unit and "Moon Pictures" (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[3]

Have students respond to the following prompt: "Choose a character we've read about. What does this character not understand about the moon? Write a letter to your character that explains what they need to know to clear up their misunderstanding. Be sure to include at least one fact from the texts we have studied." (RL.1.2, RL.1.5, W.1.8)

Teacher Note:

- *Students are asked to select a character, identify what that character misunderstands about the moon, and clear up that character's confusion, drawing on information learned from the informational texts in the unit. (W.1.2) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g.,* because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.K.2d, e) Provide sentence frames*[4] *for students who need help writing complete sentences. The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** The moon, patterns, shadows • **Themes:** The differences between what is real and what is imaginary • **Text Use:** Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	This task assesses: • Using informational texts to support understanding of literary texts • Writing complete sentences • Writing a letter with a topic, reasons, and a sense of closure	**Read and understand text:** • Lesson 3 (sample tasks) • Lesson 5 • Lesson 7 (sample tasks) **Express understanding of text:** • Lesson 1 (sample tasks) • Lesson 4 (sample tasks) • Lesson 9 (use this task)

[3] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[4] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[5]

Read aloud[6] *Papa, Please Get the Moon for Me* by Eric Carle to individual students. Ask students to independently answer a combination of orally read multiple-choice and constructed-response questions[7] about the text and in comparison to other texts in the unit. Students should be expected to write a response to at least one of the questions. (L.1.1a-j, L.1.2a-e, L.1.6) Provide sentence frames[8] for students who need help writing complete sentences. Sample questions:

1. Ask the student: "What happens in this story that is real? What is imaginary?" (RL.1.1, RL.1.5)
2. Ask the student: "Explain to Monica why Papa can't get the moon for her." (RL.1.2, RL.1.7)
3. Ask the student: "How are Papa and Bear alike? Describe both of them and what is similar." (RL.1.3, RL.1.7, RL.1.9)
4. Ask the student: "What facts does the author know about the moon? Select a drawing that illustrates the author's knowledge of this fact. Why did you select this illustration?" (RL.1.5, RL.1.7, RI.1.3, RI.1.9)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** The moon, patterns, shadows • **Themes:** The differences between what is real and what is imaginary • **Text Use:** Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	This task focuses on: • Understanding grade-level texts • Writing in response to texts	**Read and understand text:** • Lesson 3 (sample tasks) • Lesson 5 • Lesson 7 (sample tasks) • Lesson 8 **Express understanding of text:** • Lesson 1 (sample tasks) • Lesson 4 (sample tasks) • Lesson 10 (use this task)

[5] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[6] If students are already reading, allow them to read the text. This should be based on individual student ability.

[7] Ensure that students have access to the print text as they are testing; while students may not be able to read the words, they can refer to the pictures.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

EXTENSION TASK[9]

Create a class book called *Moon Facts*.

Have each student complete a page for the class book by selecting three facts about the moon (learned from the texts read in class or based on verified outside knowledge or observations from the Moon Facts and Fiction class chart) to write about in complete sentences. (W.1.2, W.1.7, W.1.8) Then ask students to illustrate their page. (SL.1.5) When students have completed their pages, have them share their facts and page with the class. (Sample student work[10]**)** **(**SL.1.4, SL.1.6**)** After the book is complete and the pages have been presented, place the book in the classroom library for students to read independently. (RF.1.4a, c) If time allows, engage students in digitally publishing the class book. (W.1.6)

Teacher Note:

- *Students are asked to write about the moon, supply some facts about the moon, and provide a sense of closure. (W.1.2) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g.,* because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.K.2d, e) Provide sentence frames[11] for students who need help writing complete sentences. The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** The moon, patterns, shadows • **Themes:** The differences between what is real and what is imaginary • **Text Use:** Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts	This task focuses on: • Creating a class book based on information from texts and experiences • Presenting information	**Read and understand text:** • Lesson 4 (sample tasks) • Lesson 5 • Lesson 7 (sample tasks) • Lesson 8 **Express understanding of text:** • Lesson 11 (use this task)

[9] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

[10] http://www.achievethecore.org/content/upload/The%20Moon%20Full%20Class%20Report.pdf

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

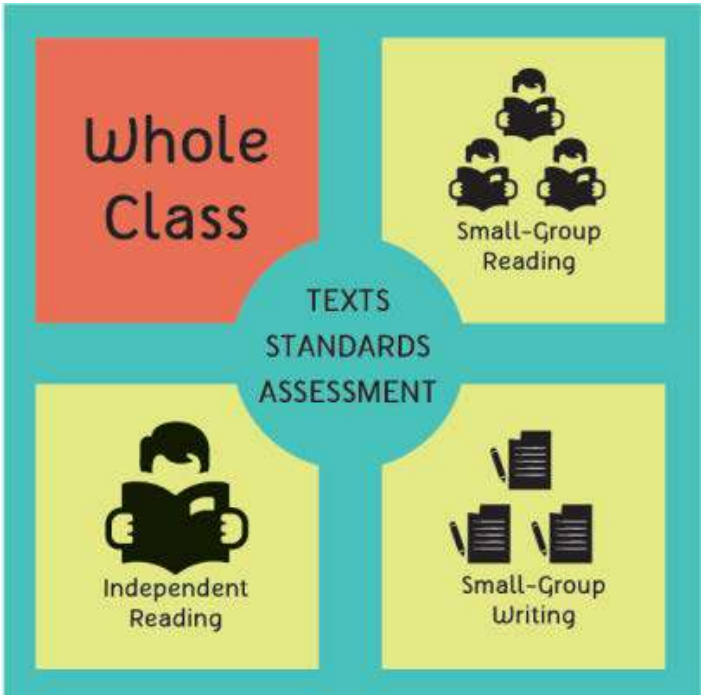
INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[12] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***



Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[12] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[13] *Moondance*, Frank Asch (Read Aloud)	**TEXT DESCRIPTION:** *Moondance* introduces students to Bear or Moonbear, who loves the moon. Through a series of books, Bear tries to dance with the moon, travel to the moon, eat the moon, play hide-and-seek with the moon, etc. In *Moondance*, Moonbear tries to dance with the moon. Students are left to judge whether Bear is successful. **TEXT FOCUS:** This text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary (RL.1.4; L.1.4a; L.1.5a, d; L.1.6) and identify the main (and recurring) character of Bear. They will explore his interactions with the moon over the course of this and several texts by the same author. (RL.1.3, RL.1.7) In particular, this text invites students to determine the misconceptions Bear has based on previous learning they gained in kindergarten. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *Moondance* read aloud and study the vocabulary as the text is displayed or projected. Then, working with a partner, students view the illustrations to retell the story and summarize the story as a class. Finally students engage in a shared writing followed by independent writing in which they write a note to Bear. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text aloud to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Second Reading: Read aloud the text to students and display or project the text. • Class Discussion: Lead a teacher-guided discussion in which students ask and answer questions to demonstrate their understanding of the text. o Encourage student question asking by providing question frames or conversation starters[14] and developing a routine to monitor that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.6) o Focus the discussion on identifying and describing the characters, setting, and major events of the text. Prompt students to refer to key details and illustrations to support their answers. (RL.1.1, RL.1.3, RL.1.7) o As students provide answers, keep track of the descriptions and events on a class graphic organizer or chart,

[13] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	writing in complete sentences with appropriate end punctuation. (L.1.2b) o When writing out the words, emphasize how each letter is written, inviting students to write their own responses as appropriate, referring to the text for spelling of irregular words. (L.1.1a, b, c, d, e, h; L.1.2a, d) o Invite students to expand their descriptions, adding to and continuing the conversations of others and expanding the initial sentences included on the class graphic organizer or chart. (L.1.1f, g, i, j; L.1.2c) • Word Work: Build a vocabulary display[15] throughout the unit that students can rely on in their writing. (L.1.6) o Project the text and ask students to locate and define in context academic vocabulary words that suggest feelings or appeal to the senses (e.g., *suggested*, *chuckled*, *cried*, *replied*, *asked*, *sighed*, *gazed*, *looking*, *watched*). (RL.1.4, L.1.4a) o Discuss with students the similarities among the words (i.e., they are different ways we can say or do something) and sort them into categories (Say and Do). (L.1.5a) o Then ask students to identify the differences by discussing the shades of meaning among the words. To support students in understanding this concept, have student pairs act out the words, and discuss what makes their demonstrations different. (L.1.5d) o Reinforce the understanding of these words in a literacy station activity. For example, students could act out the words and have a partner guess the word. • Third Reading: Divide the class into pairs. Read aloud the first page of *Moondance* and then display or project the illustrations of the text. o Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3) o Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Bear wants and how his problem is solved. Sample questions: What is Bear confused about? Identify key details that make this book imaginary. (RL.1.5) o When the retelling is done, complete a Somebody-Wanted-But-So chart as a class to summarize *Moondance*. Post the summary so students can refer to it during the shared writing.

[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE

Somebody	Wanted	But	So	Then (optional)
Bear	To dance with the moon	He thought the moon was too special to want to dance with him.	He danced with the clouds and the rain, and he thought he danced with the moon.	

- **Note for Small-Group Reading:** Reread whole-class literary texts during small-group reading with students who are struggling to understand. Engage them in identifying main characters and retelling and sequencing the stories using printed handouts of the illustrations. (RL.1.3) While working with students in small-group reading, other students not working with the teacher should be engaged in meaningful literacy experiences. Developing and managing a literacy environment in which students are able to work in groups, pairs, or independently while the teacher is working directly with a small group of students is essential. Programs like Daily Five™[16] support the development of that kind of literacy environment.

EXPRESS UNDERSTANDING:

- Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing[17] task in which students explain to/convince Bear he is not dancing with the clouds or the rain, and write a note to Bear in which the class names the topic, supplies some facts about the topic based on *Moondance* and prior knowledge, and provides a sense of closure. (RL.1.1, RL.1.2, W.1.2, W.1.8)
    - Respond to the prompt using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.1.6, L.1.1a)
        - Guide the writing process while students write the parts they know, practicing grade-level spelling and conventions. (L.1.2a-e)
        - Demonstrate how to write different types of complete sentences using capital letters, common nouns and matching verbs, adjectives, and appropriate end punctuation. (SL.1.6; L.1.1b, c, d, e, f, h)

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ Read aloud the sentences and ask for suggestions from students to improve the response, expanding and revising the sentences with conjunctions and prepositional phrases as necessary. (W.1.5; SL.1.1a, b; L.1.1g, i, j) ▪ During the shared writing, model the use of the word display. For example, point to the word *watched* on the display, and have students spell it aloud while it is being written. (RF.1.3a, L.1.6) o When the writing is complete, point to the words and read aloud the sentences simultaneously with the students. (RF.1.3b, e, f, g; RF.1.4a) o Then study the message. Ask students to identify the distinguishing features of each sentence, count the number of syllables in multisyllabic words. Analyze the final –e and common vowel team conventions representing long vowel sounds. Verify that singular and plural nouns have matching verbs. (RF.1.1a; RF.1.3c, d; L.1.1c) o Then have students write their own response or rely on the model, adding an appropriate illustration to their individual note. (SL.1.5) o **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time.
LESSON 2: *Mooncake*, Frank Asch (Read Aloud)	**TEXT DESCRIPTION:** Moon Bear decides the moon looks good enough to eat. He builds a rocket to travel to the moon, although he falls asleep before his rocket takes off. Bear wakes up, thinks he has made it to the moon (because he has never been awake during the winter), explores the moon, and makes a "mooncake." He returns home and tells Bird about his trip to the moon. **TEXT FOCUS:** Focus the first read aloud of this text on identifying and describing how Bear feels about the moon. (RL.1.3) During subsequent reads, display or project particular words, sentences, passages, and/or pictures so students can interact with the print of the text, particularly the vocabulary. (RL.1.4) Additionally, explore Bear's interactions with the moon, retelling the major events and demonstrating an understanding of point of view. (RL.1.1, RL.1.2, RL.1.6)
LESSON 3: *Goodnight Moon*, Margaret Wise Brown *Mooncake*, Frank Asch (Read Aloud)	**TEXT DESCRIPTION:** In *Goodnight Moon*, Bunny talks to the moon as it disappears from the sky and she falls asleep. In *Mooncake,* Bear mistakenly thinks he travels to the moon and makes a mooncake. **TEXT FOCUS:** *Goodnight Moon* serves as a model for thinking about misunderstandings we (or characters) have about the moon. Students will continue to explore *Mooncake* for Bear's interactions with the moon, setting them up to establish the difference between what is real and imaginary and how we can use information from observations to clear up misunderstandings. (RL.1.1, RL.1.2, RL.1.3, RL.1.7) **MODEL TASKS**

TEXT SEQUENCE	TEXT USE
	LESSON OVERVIEW: Students chorally read and practice fluency with *Goodnight Moon*. The class creates a Moon Fact and Fiction chart to keep throughout the unit. Then students listen to *Mooncake* read aloud and reread sections in pairs. Lastly, students work in groups to complete an entry for the class chart, share the entry, and answer questions the class asks about their entry. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Project *Goodnight Moon*. Read aloud the text as students **read chorally**.[18] Allow proficient readers in the class to be the leaders while reading the text. • Second Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading sections of *Goodnight Moon* with accuracy and expression. (**RF.1.4a**, **b**, **c**) Use the strategies provided **here**[19] as models to produce similar tasks for the text. • Third Reading: Have students **partner read**[20] *Goodnight Moon*. • **Note for Small-Group Reading:** *Goodnight Moon* can also be used for foundational skills instruction, as it contains rhyme and repetition. • Class Discussion: Create a class three-column Moon Facts and Fiction chart to display and complete throughout the unit. Label the columns: Moon Facts, ?, and Moon Fiction. Model how to fill in details on the three-column chart after reading *Goodnight Moon*. o As a class, determine key questions to ask when a detail is added to the chart. Record the key questions and display them throughout the unit. Demonstrate how to write the key questions using words from the vocabulary display and proper conventions. Sample key questions: ▪ Is this detail real (fact) or imaginary (fiction)? ▪ How do we know? ▪ What is the source? ▪ If we don't know, how can we find out?

[18] http://www.fcrr.org/studentactivities/F_019a.pdf
[19] http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf
[20] http://www.fcrr.org/studentactivities/F_016a.pdf

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

o Begin to fill in the chart as a class asking the questions for each detail. Start by asking students for basic information and observations (e.g., the moon is in the sky, it shines at night, it gets smaller/goes away/disappears, etc.), commonly heard or read phrases or ideas (e.g., a cow jumping over the moon, the moon is made of cheese, the man in the moon, aliens on the moon, etc.), and details from Goodnight Moon. (RL.1.1, W.1.7, W.1.8, SL.1.1c)
o When details are added that cannot be determined as real or imaginary, place them in the “?” column until additional information is gathered.

First Reading: Reread Mooncake aloud and project or display the text so students can follow along. (The first few readings of Mooncake are done in Lesson 2.)
Second Reading: Divide the class into pairs. Read aloud the first page of Mooncake and then display or project the illustrations of the text.

o Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3)
o Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Bear wants, what his problem is, and to describe how he tries to solve his problem.
o When the retelling is done complete a Somebody-Wanted-But-So chart as a class to summarize Mooncake. Post the summary with the summary of Moondance.

<table>
<tr><th>Somebody</th><th>Wanted</th><th>But</th><th>So</th><th>Then (optional)</th></tr>
<tr><td>Bear</td><td>To eat the moon</td><td>He couldn’t reach it.</td><td>He built a rocket ship and thought he traveled to the moon.</td><td>He made a mooncake and told Bird the moon tasted delicious!</td></tr>
</table>

Third Reading: Display[21] specific sections of Mooncake (i.e., words, sentences, and/or passages) and prompt students to partner read[22] the displayed sections. (RL.1.10, RF.1.4a, b, c)

</td></tr>
</table>

[21] Display the text using sentence strips, chart paper, a projection device, or a big book (if available).
[22] http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Student Practice: Have each pair join with another pair to form a group of four. Then ask each group to develop an entry from *Mooncake* to add to the class three-column chart. (RL.1.1, RL.1.3, W.1.7, W.1.8, SL.1.2) o Have each group share their entry with the class, speaking in complete sentences. Provide answer frames[23] to model the type of expected spoken responses. (SL.1.1a, SL.1.4, SL.1.6) As they share, prompt other groups to ask the presenting group the key questions (provided above) and why they chose their detail. (SL.1.3) Challenge each group to provide a different detail and engage the class in evaluating the details groups provide. (SL.1.1b, c) ▪ Is this a good detail to add? ▪ Is this detail different from the other groups? ▪ Do you have any questions about what this group shared? o Model writing the detail, or, as appropriate, invite some students to write the responses on the chart with feedback from the class. (W.1.5) o Finally, conduct a brief class discussion in which students consider why one or two of the details under "Moon Fiction" exist. o **Note for Small-Group Writing:** Using statements and questions students generate about the moon, have students decide what type of punctuation should be included (. ? !). For advanced and grade-level writers, include opportunities for them to then write their own statements and questions regarding the moon and then have students work with a peer to revise their independently created statements and questions. For beginning writers, give them pre-written statements and questions to which they will add the correct punctuation. Then, give them the opportunity to generate their own sentences and questions about the moon while the teacher writes them down. Have the students revise these sentences by adding the correct punctuation at the end. (SL.1.6, L.1.2a, L.1.2b)
LESSON 4: Pages 1-4, 7-13, and 21-25 of *The Moon Book*, Gail	**TEXT DESCRIPTION:** *The Moon Book* provides students with information about the characteristics of the moon. **TEXT FOCUS:** Students will learn to locate details to prove whether an idea is fact or fiction. (RI.1.1) They will compare these ideas with *Mooncake* and discuss the difference between what is real or imaginary. (RL.1.5) While students may discover that all details in stories are not fiction, they will begin to understand the reasons and purposes for reading different kinds of texts,

[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
Gibbons *Mooncake*, Frank Asch	including how to use details from texts to answer questions and clear up misunderstandings. (RL.1.1, RL.1.5) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to excerpts of *The Moon Book* and retell the details. The class adds details to the class chart based on *The Moon Book* and then reviews *Mooncake*. Students compare similar events in each text and update the class chart. Finally, students create a written response about details in *Mooncake* and work with a partner to discuss their thinking. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud the excerpts from *The Moon Book*, displaying the illustrations. • Word Work: Continue building a vocabulary display[24] (as introduced in Lesson 1) that students can rely on in their writing. (L.1.6) o Display the words *big* and *bright*. Ask students to read the words aloud and explain how those words describe the moon. (RI.1.4) Then read sentences from *The Moon Book* that contain *brightly*, *brightest*, and *biggest*. Display those words and ask students to read those words aloud. (RF.1.3e, f) Discuss what makes these words different from *big* and *bright*. (L.1.4c) Display or project the sentences with those words in them and discuss the meaning of the words based on their placement and function in the sentence. (L.1.4a) o Display the word *manned*. Ask students to read the word aloud. Then reread the sentences from *The Moon Book* with *manned* and *unmanned*. Discuss the meaning and differences of the words based on their parts, focusing on using the root word (*man*), the affix (un-), and their inflectional form (-ed). (RF.1.3e, f; L.1.4a, b, c) o Display the following sentence: "It outshines all the stars and planets, which appear as small points of light." Read the sentence aloud and then have students read the sentence chorally while pointing to each of the words. (RF.1.4b) Ask students the known meaning of "point" (i.e., the verb, "to point"). Discuss how words sometimes mean different things based on their placement and use in a sentence. (RI.1.4, L.1.4a) Demonstrate how when you use your finger to point at something, you create a "point" in the air. Discuss the meaning of "point of light" or different "points on a trip." Ask students to develop additional phrases using the new definition of *point*. (L.1.5c) o Reread the excerpts from *The Moon Book*, stopping on sentences with key vocabulary words (e.g., *shine*, *outshines*, *diameter*, *revolves, faraway*, *natural*, *satellite*, *object*, *orbiting*, *complete*, *rotation*, *phases*, *reflected*, *depends*, *positions*, *patches*, *covered*, *formed*, *pounded*, *surface*, *transmitted*, *commitment*, *gathered*, *nature*, *closest*). Ask questions about the words, focusing on determining and categorizing the words based on their

[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	relationships and similarities. (L.1.5a) For example, students can determine: ▪ *Faraway* and *closest* are opposite in terms of distance (i.e., students can demonstrate understanding by naming objects that are *far away* and *close* or *closest* to the them). (L.1.5b, L.1.5c) ▪ Similar words based on their inflectional endings (i.e., students can categorize words with different inflectional endings and then discuss how the ending changes based on the tense of the verb or the subject of the sentence). (RF.1.3f, L.1.1e) ▪ The difference between subjects and verbs in sentences based on their placement (i.e., *phases*, *patches*, and *positions* are plural nouns, not present-tense verbs like *outshines* or *depends*). (L.1.1c, L.1.1e) ▪ The cause-and-effect relationships between the various words (e.g., "When light is *reflected*, the moon *shines*" or "When the *surface* of the moon is *pounded* by meteors, craters are *formed*"). (L.1.5b) o Place the words on the vocabulary display and encourage students to use the words as they add details to the Moon Facts and Fiction chart and write about the moon. o **Teacher Note:** Understanding the scientific concepts and vocabulary (i.e., reflections, revolutions, rotations, orbits, phases, etc.) in *The Moon Book* will likely require additional science instruction. Additional lesson ideas for science instruction are available here[25] **and** here.[26] • Class Discussion: Have students retell key details from *The Moon Book* excerpts. Reread and/or display key sections and/or illustrations as necessary. o As students summarize the information from *The Moon Book*, ask them to identifying where they learned the detail—either from words or illustrations. (RI.1.1, RI.1.2, RI.1.6, RI.1.7, SL.1.2) o Determine as a class the main topics (i.e., features of the moon, moon phases, space travel) by asking questions about the key details, such as "Why did astronauts travel to the moon? How did they get there? How do you know?" (RI.1.1, RI.1.2, SL.1.1c, SL.1.2) o Then review the class three-column chart begun in Lesson 3. (SL.1.1c, SL.1.3, L.1.6) ▪ What details on the chart relate to information provided by *The Moon Book*? (RL.1.3, W.1.8) ▪ Can any details be revised or questions answered? (W.1.5)

[25] http://www.achievethecore.org/content/upload/The%20Moon%20Challenge%20Article.pdf
[26] http://www.us.mensa.org/learn/gifted-youth/lesson-and-activity-plans/lesson-plans/first-grade-the-moon/

TEXT SEQUENCE	TEXT USE
	o **Teacher Note:** Track how students use information from texts and/or experiences to answer questions and/or clear up misunderstandings. ▪ Change the color (if creating a paper chart) and/or the font (if using technology) when statements are revised. ▪ When students reference "Moon Facts" to prove a detail is real or imaginary, mark the detail with a star or check, etc. o Add new entries for *The Moon Book* to the Moon Facts and Fiction chart, asking students the key questions. • Fourth Reading: Review the major events of *Mooncake* as a class. Reread specific sections of *Mooncake* (as necessary). Then project the section in *Mooncake* that tells the story of Bear's trip to the moon and reread it aloud as students view the text. • Class Discussion: Conduct a discussion in which students consider what is real or imaginary in each of the texts. o Encourage student question asking by providing question stems or conversation starters[27] and developing a routine to monitor that all students are participating in the question asking and answering. (SL.1.2, SL.1.3, SL.1.6) o Ask students to determine with a partner whether Bear did or did not travel to the moon. Encourage students to ask questions, such as, "Why do you think that? What information do you have?" (RL.1.1, RL.1.2, W.1.8, SL.1.1a-c) o Then, as a class, compare the sections in *The Moon Book* and *Mooncake* that discuss travel to the moon. Which one has facts? Which one is fiction? How do you know? Update the Moon Facts and Fiction chart. (RL.1.1, RI.1.1, RI.1.9) o Finally, ask students to think about information from *The Moon Book* and use the Moon Facts and Fiction chart to identify one detail in *Mooncake* they think is imaginary. (W.1.8) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students write a brief opinion in response to *Mooncake*. o Ask students to respond to the following prompt in writing: Identify a detail from *Mooncake* that is imaginary and write at least two complete sentences explaining why the detail you selected is imaginary. (RL.1.1, RL.1.5,

[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	W.1.1, L.1.1a-j, L.1.2a-e) o Prompt students to use words from the word display as needed to help with writing. (L.1.6) o Have them finish their written response by drawing an illustration that supports their writing. (SL.1.5) o Then ask students to share their written response with a partner to evaluate the detail: Do you agree or disagree with your partner? Why? (SL.1.1c) o **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 5: *The Moon*, Carmen Bredeson "Visiting the Moon" from *The Moon*, Allison Lassieur	**TEXT DESCRIPTION:** Both texts provide information about the moon. **TEXT FOCUS:** *The Moon* by Carmen Bredeson provides more information and vocabulary about the moon for determining what is real and imaginary. (RI.1.4, L.1.4a) Students should be able to partner read and/or read along with this text as the teacher reads it aloud. (RI.1.10) Students will use the features of this text to ask and answer questions and gain further factual information about the moon, describing the key ideas. (RI.1.1, RI.1.2, RI.1.3, RI.1.5) "Visiting the Moon" from *The Moon* by Allison Lassieur helps students continue to learn the various reasons for reading texts and how texts can provide similar and different information. (RI.1.9) This text is recommended for reading aloud.
LESSON 6: *Mooncake*, Frank Asch	**TEXT DESCRIPTION:** This is a subsequent reading of the anchor text. **TEXT FOCUS:** Students are asked to extend and connect their understanding of *Mooncake* text to explore how to communicate similar ideas in writing. **MODEL TASKS** **LESSON OVERVIEW:** Students continue to read and understand *Mooncake*. They continue to consider what Bear wants and whether he gets what he wants. They also write a narrative composition about an imaginary trip they take to the moon. **READ TEXT:** • Fifth Reading: Reread *Mooncake* aloud as students read chorally.[28] • **Note for Small-Group Reading:** Students should be learning that all text has meaning and that the skills they are learning in how to read (including vocabulary) serve a larger purpose for independently reading and understanding grade-level texts.

[28] http://www.fcrr.org/studentactivities/F_019a.pdf

TEXT SEQUENCE	TEXT USE
	o For students who are still learning to read, choose books that have examples of CVC and CVC-e words (e.g., In *Mooncake*: *sat, but, not, get* (CVC words) or *like, came, time, fine, woke* (CVC-e words). Read the book aloud. Stop on CVC and CVC-e words to ask what sound the vowel is making—long or short? Then, after reading together, have students work with partners to record CVC and CVC-e words they find on the page(s). Ask students to practice reading the list, applying the "silent e" rule to read the words. (RF.1.2a, RF.1.2b, RF.1.3b, RF.1.3c) Another option to practice this skill is to add "e" to CVC words that form a new word and have students read and discuss the difference in meaning of the words based on the addition of the final "e" (e.g., *not* and *note*). This can work the other way by removing the final "e" (e.g., *fine* and *fin*). o For students who are already reading, provide a text in which to find words that have more than one vowel. After they record each word, instruct students on how to break the word apart into syllables, reinforcing that each syllable must have a vowel. For each word that students find, have them break it up and label the number of syllables in the word (rocket is rock—et—2). Once students are able to break each larger word into its syllables, have them partner read[29] the book for fluency and accuracy (i.e., students read to partners as partners listen for accuracy and expression; partners circle words that the student missed and punctuation that the student did not use). (RF.1.2d, RF.1.4a, RF.1.4b, RF.1.4c) o These are just samples of what could be done during small-group reading. The exact tasks must be based on student needs and relate to their level of reading development and ability.[30] **UNDERSTAND THE TEXT:** • Class Discussion: Ask students, "What does Bear want? Does Bear get what he wants? Does he travel to the moon? Does he eat the moon? How do you know? Are the events in this book real or imaginary?" Prompt students as necessary, i.e., review the "Moon Facts" on the Moon Facts and Fiction chart. (RL.1.1, RL.1.2, W.1.8) **EXPRESS UNDERSTANDING:** • Shared Writing: Extend student knowledge about real and imaginary events. Conduct a shared writing[31] task in which students recount the story of Bear's trip to the moon, including temporal words to signal event order. (RL.1.1, RL.1.2,

[29] http://www.fcrr.org/studentactivities/F_016a.pdf

[30] During small-group reading time, use a full reading foundational curriculum such as the Core Knowledge Skills Strand (http://www.coreknowledge.org/ckla-files#!/grade-1/skills) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/01.htm), *Building the Foundation* from the Center on Instruction (http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf), and/or *Phonemic Awareness in Young Children: A Classroom Curriculum* by Marilyn Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler.

TEXT SEQUENCE	TEXT USE
	RL.1.3, W.1.5) o Demonstrate how to write a complete sentence using nouns from the vocabulary display, temporal words (i.e., *first*, *then*, *before*, *after*), and basic subject-verb agreement. (L.1.1b, c, e, j; L.1.2a-c; L.1.6) o Engage students by asking for suggestions and then "sharing the pen" to expand the sentences using adjectives and conjunctions. (SL.1.1a; SL.1.6; L.1.1a, f, g, j; L.1.2a-e; L.1.6) • Independent Writing: Have students write a story about a trip they take to the moon. o Ask them to recount details from the informational texts and use temporal words to signal event order and vocabulary from the word display. They may use the shared writing as a model. (W.1.3, W.1.8, L.1.1a-i, L.1.2a-e, L.1.6) o Then prompt students to work with a peer or small group to strengthen writing by revising to expand sentences as demonstrated in the shared writing and using words from the word display. (W.1.5, L.1.1j, L.1.6) For example, "I got off the rocket" can be expanded to "Then I jumped off the rocket onto the rocky ground." o **Note for Small-Group Writing:** For developmental writers, provide pictures of common nouns from the read-aloud exercises (*moon*, *bear*, *rocket*, etc.). Students will write the letter that corresponds with the first sound they hear in the word (*b* is written for bear). When students are proficient, continue to have them write both the first sound and last sound they read for each word (*br* for bear, *mn* for moon). (L.1.2d, L.1.2f) For students who need extra support in handwriting, provide pictures of the characters' names and other proper nouns from the read-aloud exercises. Have students practice writing the proper nouns using handwriting paper in order to support capital letter formation and lowercase letter formation. (L.1.1a, L.1.2a)
LESSON 7: *Kitten's First Full Moon*, Kevin Henkes *Mooncake*, Frank Asch	**TEXT DESCRIPTION:** In *Kitten's First Full Moon*, Kitten is intrigued by the moon and hopes to eat it. **TEXT FOCUS:** Students continue to investigate why a character would have misunderstandings and how those can be cleared up through text and observations. (RL.1.1, RL.1.2, RL.1.3, RL.1.7) Students can compare and contrast the experiences of Kitten and Bear, further deepening student understanding of the anchor text. (RL.1.9, RL.1.10) **MODEL TASKS** **LESSON OVERVIEW:** Students chorally read *Kitten's First Full Moon*, focusing on words with inflectional endings and prepositions. Then students use the Moon Fact and Fiction chart to understand how Kitten is confused. Lastly, students read *Mooncake* in

[31] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	pairs, compare and contrast Kitten to Bear, and write a summary of *Kitten's First Full Moon*. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud *Kitten's First Full Moon*. • Second Reading: Reread *Kitten's First Full Moon* and display or project the text so students can follow along. o During the second reading, have students chorally read[32] the text. (RL.1.10; RF.1.4a-b) o Stop prior to words with inflectional endings (i.e., *wanted, closed, stretched, opened, ended, waiting, pulled, bumping, banging*, etc.). o Ask students to read the words to a partner, taking turns reading the words aloud. (RF.1.3c, d, f) o Monitor student pairs to ensure they read the words correctly. o Prompt the listening partner to provide feedback. o Then, as a class, determine the meaning of the prepositions (e.g., *down*, *through*, *past*, *by*). Discuss how the placement of the text on the page and the illustrations help students read and determine the meaning of the prepositions. (RF.1.4c, L.1.6) • Word Work: Continue building a vocabulary display[33] (as introduced in Lesson 1) that students can rely on in their writing. (L.1.6) o Ask students to locate academic vocabulary words that suggest feelings or appeal to the senses (e.g., *stretched*, *wiggled*, *sprang*, *leaped*, *raced*, *pinching*, *tumbled*, *bumping*, *banging*, *waiting*. (RL.1.4) o Discuss with students the conventions of inflective forms. (RF.1.3f, L.1.4c) o Then reinforce the concept in a literacy station activity, and display those words for students to use when they write. (L.1.1e) • Third Reading: Divide the class into pairs. Read aloud the first page of *Kitten's First Full Moon* and then display or project the illustrations of the text. o Before rereading the text, identify and describe Kitten and the setting of *Kitten's First Full Moon* as a class. Ask

[32] http://www.fcrr.org/studentactivities/F_019a.pdf
[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE

students to record their descriptions on a graphic organizer or class chart. (RL.1.1, RL.1.3, RL.1.7, SL.1.2)

- Then, have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, SL.1.3)
- Stop at various moments in the retelling to ask pairs questions about the key details in the text to determine what Kitten wants and to describe why she is confused. Why would Kitten think the moon is a bowl of milk? (RL.1.1, RL.1.2, RL.1.7, SL.1.2)
- Finally, ask pairs to identify at least one fact that would help Kitten understand that the moon is not a big bowl of milk that she can lick. Prompt them to refer to the Moon Facts and Fiction chart. Then add details for *Kitten's First Full Moon* to the chart begun in Lesson 3, answering the key questions. (RL.1.2, W.1.8; SL.1.1b, c; SL.1.3)

- Sixth Reading: Display or project *Mooncake* and have students partner read[34] *Mooncake*. (RL.1.10, RF.1.4a-c) Stop students at various points in the text and prompt them to use the Moon Facts and Fiction chart to explain how Bear or Little Bird would respond differently if he learned the same facts about the moon they did. Ask, "What facts do you think the author knows about the moon? (RL.1.1, RI.1.1, RI.1.3, SL.1.1c)
- Class Discussion: Conduct a discussion in which students compare and contrast Bear and Kitten's adventures and experiences with the moon.
  - Complete a Somebody-Wanted-But-So chart as a class to summarize *Kitten's First Full Moon*. Post the summary with the summaries of *Moondance* and *Mooncake*.

Somebody	Wanted	But	So	Then (optional)
Kitten	To lick the moon because she thought it was a bowl of milk in the sky	She couldn't reach it with her tongue.	She jumped off the porch, she chased it around, she climbed a tree, she fell into the pond.	She returned home and found a bowl of milk waiting for her.

  - Then complete a "T" chart as a class. One side should include descriptions and details that illustrate Bear and his adventures with the moon; the other side should include descriptions and details that illustrate Kitten and her adventures with the moon. (RL.1.1, RL.1.2, RL.1.3, RL.1.7) Prompt students to refer to the Somebody-Wanted-

[34] http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	But-So charts and the Moon Facts and Fiction chart. o Then discuss, "What is similar about Bear and Kitten's experiences with the moon? What is different?" (RL.1.9) **EXPRESS UNDERSTANDING:** • Independent Writing: Ask students to write a summary of the events of *Kitten's First Full Moon*. (W.1.2) o Ensure students produce and expand complete sentences using frequently occurring conjunctions to signal simple relationships and prepositions. (L.1.1g, L.1.1i, L.1.1j, L.1.6) o Provide students with several sentence starters to complete an original idea or details from the text (i.e., Kitten saw the moon and thought it was a bowl of milk, so she _____. Kitten tried to climb a tree to reach the bowl of milk, but she_____. Finally, Kitten got a bowl of milk because she _____.).
LESSON 8: Pages 1-19 of *Me and My Shadow*, Arthur Dorros *Bear Shadow*, Frank Asch	**TEXT DESCRIPTION:** *Bear Shadow*, similar to the other Frank Asch texts in the unit, presents Bear, who misunderstands something about the world around him. *Me and My Shadow* offers opportunities for students to gain knowledge about shadows, how they are created from blocking light, and how shadows affect how we view the moon. **TEXT FOCUS:** Both of these texts are recommended for reading aloud. These texts provide students with the opportunity to apply their skills of using informational texts to determine what is fact and fiction and to clear up misunderstandings with a new set of texts in which Bear misunderstands shadows. Students will also learn about science concepts (i.e., What causes shadows? How is the moon affected by shadows?) and engage in vocabulary study, including defining words in context and sorting verbs according to present or past tense. (L.1.1e, L.1.4a, L.1.5a, L.1.6)
LESSON 9: Literary texts from the unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 10: *Papa, Please Get the Moon for Me*, Eric Carle	**TEXT DESCRIPTION:** In this text, the child asks her father to get the moon for her. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 11: Informational texts from the unit "**Moon Pictures**," *Curiosity* on Discovery.com	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

UNIT: *SPIDERS*

ANCHOR TEXT[1]

Spiders, Gail Gibbons (Informational)

RELATED TEXTS

Literary Texts (Fiction)

- "All Stories Are Anansi's" from Domain 1 of the Grade 1 Core Knowledge Listening and Learning Strand (Pages 109-112 of the Read-Aloud Anthology)[2] (This is a similar story to *Why Spider Spins Tales*, retold by Janet Palazzo-Craig, for teachers who have access to that text)
- "Anansi Saves Antelope" *from One-Hundred-and-One African American Read-Aloud Stories*, Susan Kantor
- *How Spider Tricked Snake*, Mirna Benitez
- *Anansi and the Moss-Covered Rock*, Eric A. Kimmel
- *Be Nice to Spiders*, Margaret Bloy Graham
- *The Spider and the Fly*, Tony DiTerlizzi (Based on "The Spider and the Fly," Mary Howitt)
- *Diary of a Spider*, Doreen Cronin

Informational Texts (Nonfiction)

- *Mighty Spiders*, Fay Robinson
- *Spiders*, Illa Podendorf
- *Spiders Are Not Insects*, Allan Fowler

UNIT FOCUS

Students read several Anansi, or Spider, stories, which present the character as both a trickster and a helper. They explore character motivation and how animals interact with other animals and adapt to their living conditions. Students continue to use evidence from informational and literary texts to inform and support their opinions.

Text Use: Vocabulary and language development, character motivation, and informational research

Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10

Reading Foundational Skills:[3] RF.1.1a, RF.1.3a-g, RF.1.4a-c

Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language: L.1.1.a-j, L.1.2a-e, L.1.4a-c, L.1.5b-d, L.1.6

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[1] One of the texts and its accompanying questions and tasks are originally included in and in some cases adapted from the Core Knowledge Grade 1 Domain 1 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available at here.

[2] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

[3] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Spiders Unit Overview

Unit Focus

- **Topic**: Spiders, folktales and facts
- **Theme**: Determining whether spiders are helpful or harmful
- **Text Use**: Vocabulary and language development, character motivation, and informational research

Summative Unit Assessments

A culminating writing task:

- Write to an assigned topic
- Introduce a topic and provide closure
- Use factual information to support an opinion

A cold-read task:

- Read and understand grade-level texts
- Write in response to texts

An extension task:

- Write a narrative using temporal words to sequence events
- Use words acquired through reading and responding to text
- Add illustrations to clarify ideas

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: "All Stories Are Anansi's" **(sample tasks)**
- Lesson 2: "Anansi Saves Antelope" from *One-Hundred-and-One African American Read-Aloud Stories* (sample tasks)
- Lesson 3: *How Spider Tricked Snake* and "All Stories Are Anansi's"
- Lesson 4: *Mighty Spiders* (sample tasks)
- Lesson 5: *Anansi and the Moss-Covered Rock* (sample tasks)
- Lesson 6: *Spiders* (sample tasks)
- Lesson 7: *Be Nice to Spiders* and Pages 31-35 of *Spiders*
- Lesson 8: *The Spider and the Fly* (sample tasks)
- Lesson 9: Various texts from the unit (culminating writing task)
- Lesson 10: *Diary of a Spider* (cold-read task)
- Lesson 11: Various texts from the unit (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[4]

Have students respond to the following prompt: "Using the Spider Research booklet and class chart, write a report on your group's assigned topic.

- Where spiders live
- What spiders look like
- How spiders catch their prey
- A spider's life cycle

"The report should include an introductory sentence and information from the Spider Research booklet or class chart. Also include a closing that completes this statement: I think spiders are good and helpful or bad and harmful because _____. Include factual information to support your opinion."

Teacher Notes:

- *Students write an informational report about an aspect of spiders they have researched throughout the unit. They also conclude their report with an opinion statement about spiders, drawing on information from the informational texts in the unit. (RI.1.9, W.1.1, W.1.2, L.1.4b) Students should use words from the unit dictionary, including conjunctions that signal simple relationships (e.g.,* because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students write in complete sentences, using nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) Provide sentence frames[5] for students who need help. The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Spiders: folktales and facts • **Theme**: Determining whether spiders are helpful or harmful • **Text Use**: Vocabulary and language development, character motivation, and informational research	This task assesses: • Writing to an assigned topic • Introducing a topic and providing closure • Using factual information to support an opinion	**Read and understand text:** • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 7 • Lesson 9 (use this task)

[4] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

COLD-READ TASK[6]

Have students independently read[7] the first entry (March 1) and one other entry of their choice from *Diary of a Spider* by Doreen Cronin. (RL.1.10) Have **them answer** a combination of multiple-choice and constructed-response questions[8] about the text and in comparison to the other texts in the unit. Sample questions:

1. Read aloud the following questions while students read along: "What facts about spiders did the author have to know in order to write these entries? How do you know?" (RL.1.5, RL.1.7, RI.1.3) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6) Provide sentence frames[9] for students who need help writing complete sentences.
2. Read aloud the following questions while students read along: "What events from the text are things human do as opposed to things spider do? How do you know?" (RL.1.5, RL.1.7, RI.1.3) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6) Provide sentence frames[10] for students who need help.
3. Read aloud the following questions while students read along: "Are spiders shown as helpful or harmful in this text? How do you know?" (RL.1.3, RL.1.7) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6) Provide sentence frames[11] for students who need help.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Spiders: folktales and facts • **Theme**: Determining whether spiders are helpful or harmful • **Text Use**: Vocabulary and language development, character motivation, and informational research	This task focuses on: • Reading and understanding grade-level texts • Writing in response to texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 **Express understanding of text:** • Lesson 5 (sample tasks included) • Lesson 10 (use this task)

[6] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] Some students may still need reading support. This should be based on individual student ability.

[8] Ensure that students have access to the complete texts as they are testing.

[9] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

EXTENSION TASK[12]

Have students create their own story about a spider catching its prey. (RI.1.9)

To complete this task, engage students in the following process:

1. Have students select a type of spider.
2. Ask them to determine how the spider catches its prey and write out or illustrate the steps in order.
3. Provide students with a story starter. For example:

   Spider was hungry. His stomach was growling. So he thought, "Today I must catch my prey. What will I do?"

4. Ask students to complete the story as the spider using the steps they already developed, using temporal words to signal event order, as well as words from the unit vocabulary dictionary. (W.1.3, W.1.8, L.1.1a-i, L.1.2a-e, L.1.6)
5. Ask students to illustrate their story. (SL.1.5)
6. Prompt students to work with a peer or small group to strengthen writing by revising to expand sentences and using words from the word display. (W.1.5, L.1.1j, L.1.6)
7. Have students share their story with the class, speaking in complete sentences. (SL.1.4, SL.1.6)

After each story has been presented, place the stories in the classroom library for students to read independently. (RF.1.4a, c) If time allows, engage students in digitally publishing their stories. (W.1.6)

Teacher Notes:

- *Students are asked to write a story from a spider's point of view, identifying the process the spider follows to catch its prey and providing a sense of closure. (W.1.3) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g.,* because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) Provide sentence frames*[13] *for students who need help writing complete sentences. The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

[12] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

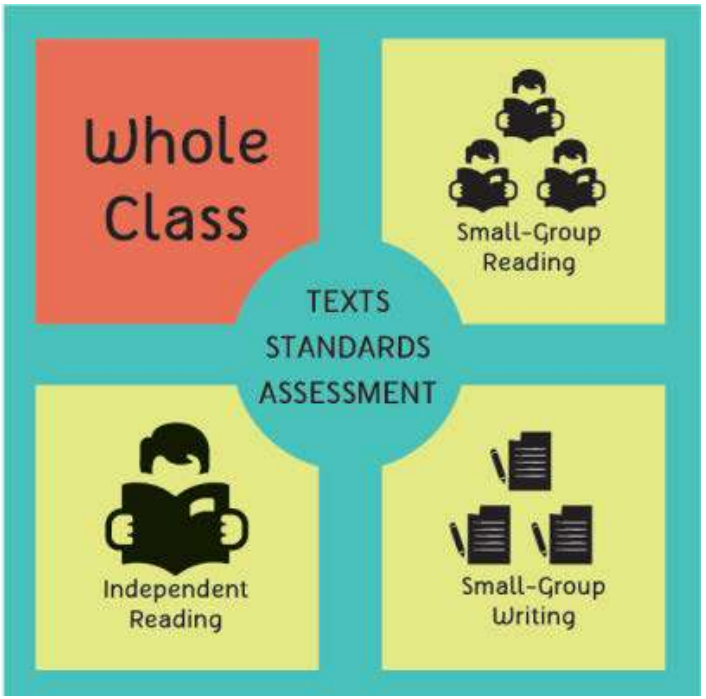
[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Spiders: folktales and facts • **Theme**: Determining whether spiders are helpful or harmful • **Text Use**: Vocabulary and language development, character motivation, and informational research	This task focuses on: • Writing a narrative using temporal words to sequence events • Using words acquired through reading and responding to text • Adding illustrations to clarify ideas	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 7 **Express understanding of text:** • Lesson 8 (sample tasks included) • Lesson 11 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[14] to locate additional information about this interactive framework.



Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary, characters in folktales, and spiders. Students will progressively build knowledge using the following tools.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- Anansi Character Description Chart: Students pull words and phrases from the various texts read in the unit to describe the character of Anansi/Spider. They write the words on sentence strips or index cards and glue or tape them to a class chart. Begin in Lesson 1.
- Spider Research: Student groups create individual booklets to gather and record information about an assigned topic related to spiders: (1) Where spiders live, (2) What spiders look like, (3) How spiders catch their prey, (4) A spider's life cycle. As the groups collect information, students also create a class chart to gather and record details for all topics. This information will be used as prewriting for the Culminating Writing Task. Begin in Lesson 4.

TEXT SEQUENCE	TEXT USE
LESSON 1:[15] "All Stories Are Anansi's" from Core Knowledge, Grade 1, Listening and Learning Strand, Domain 1: Fables and Stories (Pages 109-112 of the Read-Aloud Anthology)[16] (This is a similar story to *Why Spider Spins Tales*, retold by Janet Palazzo-Craig, for teachers who have access to that text)	**TEXT DESCRIPTION:** This read-aloud story describes how stories came to the people on Earth through Anansi the spider. **TEXT FOCUS:** This text provides an introduction to the character of Anansi, or Spider, and to an examination of the actions of characters in stories. **MODEL TASKS** **LESSON OVERVIEW:** Read the text as a class. Begin Unit Vocabulary Dictionary. Reread and discuss the story as a class. Have students retell the story in their own words. Create a class chart to describe the story in writing. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. • Second Reading: Read the text to students. Project or display the text for students to follow along.

[15] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[16] To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Lead a teacher-guided discussion in which students ask and answer questions to demonstrate their understanding of the text. Encourage students to ask questions by providing question frames or conversation starters[17] and develop a routine to ensure that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.6) Sample questions: o Who is the main character of this story? What animal is he? (RL.1.1, RL.1.3) o What animals does Anansi trick? In what order does this happen? (RL.1.1, RL.1.2, RL.1.3) o How does Anansi catch the bigger and stronger animals? (RL.1.1, RL.1.3) o What does he say the stories shall be known as for all time? (RL.1.1) • Word Work: Build a class Unit Vocabulary Dictionary that students can rely on in their writing. (L.1.6) o Use a similar process throughout the unit for building the unit vocabulary dictionary. ▪ Say each word being studied and define the word in a student-friendly manner. (RL.1.4) ▪ Project the sentence in the text where the word is used, and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech. (L.1.4a) ▪ Use the word in another sentence. ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.1.1b, L.1.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.1.6) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d, e; L.1.6) ▪ Gather each page from the pairs and combine them into a single dictionary. (W.1.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c)

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE

- For "All Stories Are Anansi's," focus on adding the following words to the unit vocabulary dictionary: *approached, quarreling, satisfied, acknowledge, sneakily, slithered, strategize, dangled, original, intricately, fastened, proclaimed*.

- Student Practice: Divide the class into pairs. Have pairs work together to retell the events of the story and analyze the characters.
  - Have pairs complete a Somebody-Wanted-But-So chart to summarize "All Stories Are Anansi's." (RL.1.1, RL.1.2, RL.1.3, SL.1.2, SL.1.3)

Somebody	Wanted	But	So	Then (optional)
Anansi	To share stories with people on Earth	Nyame wouldn't share until Anansi completed three tasks	Anansi tricked the python, the leopard, and the hornet	Anansi got the stories to share with the people on Earth. They are spider stories.

  - Prompt students to ask their partner questions about Anansi. (RL.1.1, RL.1.3) (**Teacher Note:** The following questions are from the Domain 1 Read-Aloud Anthology from Core Knowledge Grade 1 Listening and Learning Strand.)
    - Why does Anansi trick the animals?
    - Why does Anansi want the box of stories? Who is he trying to help?
    - Is the character of Anansi good or bad? How do you know?
  - Have the pairs share their answers with the class. (SL.1.1a-c)

EXPRESS UNDERSTANDING:

- Student Writing: Create a class Anansi Character Description Chart to record words and phrases that describe the character traits of Anansi/Spider, including phrases from the various texts. (RL.1.3, RL.1.4)
  - Have each pair select a word or phrase that describes Anansi.
  - Write the word or phrase on a sentence strip or index card.
  - Affix the word or phrase to the class chart.

TEXT SEQUENCE	TEXT USE
LESSON 2: "Anansi Saves Antelope" *from One-Hundred-and-One African American Read-Aloud Stories*, Susan Kantor	**TEXT DESCRIPTION:** This read-aloud story is about the character of Anansi, who is saved from a fire by an antelope. He then repays the favor by saving the antelope's baby. **TEXT FOCUS:** This text provides another view of Anansi as a helper. **MODEL TASKS** **LESSON OVERVIEW:** Students learn more about the character of Anansi in this story. They examine the main idea of the story and use a Socratic seminar to question the reasons characters act as they do. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. Following the reading, provide time for students to ask questions and/or provide information useful in "picturing" and understanding the story. For example: What is a savanna? What is an antelope? (RL.1.1) • Second Reading: Reread the text aloud. Following the reading, provide time for students to ask questions and/or provide information about the characters and their actions. (RL.1.1, RL.1.3) For example: How would you describe Anansi? Why does Antelope carry Anansi out of the fire? • Word Work: Continue building a class Unit Vocabulary Dictionary that students can rely on in their writing. (L.1.6) o Use the same process described in Lesson 1. o For "Anansi Saves Antelope," focus on adding the following words to the unit vocabulary dictionary: *panicked, directed, frantically, calmly, confidently, defenseless, avoid, swift, crouched, attention*. • Student Writing: Continue adding to the Anansi Character Description Chart begun in Lesson 1. (RL.1.3, RL.1.4) o Have each pair select a word or phrase that describes Anansi. o Write the word or phrase on a sentence strip or index card. o Affix the word or phrase to the class chart. • Student Practice: Have students work in small groups to illustrate and write sentences for the events that occur in the story. (RL.1.2, RL.1.3, L.1.1a-j, L.1.2a-e) o Provide students with several pieces of paper. o Direct them to discuss the events that occur in the story to prevent duplication. (SL.1.1c, SL.1.2) o Have each student in the group write and illustrate a different event from the story. (W.1.7, SL.1.5)

TEXT SEQUENCE	TEXT USE
	○ Ask each group to present their retelling of the story using the sentences and illustrations they created as a group. (W.1.3, SL.1.4) ○ Ensure students speak in complete sentences. (SL.1.6) ○ During each presentation, prompt other groups to evaluate the presenting group's retelling. (SL.1.1a, SL.1.3) Ask each group to consider the following elements of the retelling: ▪ Are the events in order? ▪ Are all the main events included? ▪ Do the illustrations reflect what is happening in the events? ▪ Could you clearly understand what the students were saying? ▪ Did they speak in complete sentences? Have the audience determine what the group did well and how the group could improve based on the elements they were evaluating. (SL.1.1b, c) • Third Reading: Reread the text aloud. While rereading, have students consider the following question: Which animal really saved the other? **EXPRESS UNDERSTANDING:** • Class Discussion: Facilitate an Shared Inquiry Discussion[18] in which students discuss the following question: Which animal really saved the other? (RL.1.2, RL.1.3, RL.1.9) Ensure students use accountable talk[19] throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.4, SL.1.6)
LESSON 3: *How Spider Tricked Snake*, Mirna Benitez "All Stories Are Anansi's" from Core Knowledge, Grade 1, Listening and Learning Strand, Domain 1: Fables and Stories (Pages 105-115 of the	**TEXT DESCRIPTION:** In this story, Spider wants all stories to be called Spider stories. In order to get his wish, he must capture Snake and bring him to Tiger, the king of all animals. **TEXT FOCUS:** This text is similar to "All Stories Are Anansi's" with slight deviations (e.g., People have stories and Spider wants them called "Spider stories"; Spider has to complete a task for Tiger instead of for Nyame; Spider only has to trick Snake). Students should read the text in groups with limited support. There are opportunities to meet foundational standards with this text as well, such as using grade-level phonics and word analysis skills to decode words and reading with accuracy and fluency. (RF.1.3b-c, f-g; RF.1.4a-c; RL.1.10) Engage students in comparing and contrasting the events

[18] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/
[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
Read-Aloud Anthology) (This is a similar story to *Why Spider Spins Tales*, retold by Janet Palazzo-Craig, for teachers who have access to that text)	and characters of "All Stories Are Anansi's" and *How Spider Tricked Snake*. Also, make sure students add descriptive words or phrases to the Anansi Character Description Chart, focusing them on acknowledging that Spider, or Anansi, is a good character with positive character traits.
LESSON 4: *Mighty Spiders*, Fay Robinson	**TEXT DESCRIPTION:** This text provides some factual information about spiders in rhyming form. **TEXT FOCUS:** This text serves as a starting point for the information students will gain throughout the unit. It can also be used to teach reading foundational skills. **MODEL TASKS** **LESSON OVERVIEW:** Students will use the text and illustrations to gather factual information about spiders in the categories of: where they live (habitats), what they look like (characteristics and types), what they eat and how they catch it (prey and hunting methods), and life cycle. **READ THE TEXT:** • First Reading: Project the text of *Mighty Spiders*. Read aloud the text as students read chorally.[20] Allow proficient readers in the class to be the leaders while reading the text. (RF.1.4b) • Second Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading sections of *Mighty Spiders* with accuracy and expression. (RF.1.4a, b, c) Use the strategies provided here[21] as models to produce similar tasks for the text. • Third Reading: Have students partner read[22] *Mighty Spiders*. (RI.1.10, RF.1.3a-g, RF.1.4a-c) • **Note for Small-Group Reading:** *Mighty Spiders* can also be used for foundational skills instruction, as it contains rhyme. For example, have students find words that have the inflectional ending *-ing* throughout the text. Have students independently record these words on a chart in which they write the word and circle the base/root word. (RF.1.3f, L.1.4c) Then have students use four to six of the words appropriately in different sentences. (L.1.1j, L.1.2d-e) *The Very Busy Spider* by Eric Carle would also be a good text for supporting students with foundational skills as it contains repetition. (RL.1.10)

[20] http://www.fcrr.org/studentactivities/F_019a.pdf
[21] http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf
[22] http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	UNDERSTAND THE TEXT: • Class Discussion: Begin Spider Research. Create a class four-column chart with the headings: (1) Where Spiders Live (Habitat), (2) What Spiders Look Like (Characteristics and Types), (3) How Spiders Catch Their Prey (Prey and Hunting Methods), and (4) A Spider's Life Cycle. o Project the text of *Mighty Spiders*. o Ask students what factual information is provided in the text and in the illustrations for each column on the chart. (RI.1.1, RI.1.2, RI.1.6, RI.1.7) o Record this information on the chart through shared or interactive writing. Point out to students that complete sentences are not necessary for this chart and that words or phrases are sufficient. (W.1.7, W.1.8) **EXPRESS UNDERSTANDING:** • Student Practice: Divide the class into groups. Ask each group to create a Spider Research booklet with blank pages for gathering and recording information from the texts in the unit. Assign or allow groups to choose one of the topics from the four-column class chart to focus their research, and write the topic on the cover of the booklet. • Student Writing: Have students write a brief reflection about their opinion of spiders. Ask students to respond to the following prompt: Complete this statement, "I think spiders are good and helpful or bad and harmful because _____." (W.1.1, L.1.1j)
LESSON 5: *Anansi and the Moss-Covered Rock*, Eric A. Kimmel	**TEXT DESCRIPTION:** In this story, Anansi tricks all of the animals in the forest in order to steal all of their food—until one animal gets him back. **TEXT FOCUS:** This story depicts a completely different Anansi from the one in previous texts. It provides the opportunity to examine the character, as well as the thoughts and feelings students bring with them to a story. **MODEL TASKS** **LESSON OVERVIEW:** Students will compare and contrast the different Anansi (Spider) characters from the stories they have read.

TEXT SEQUENCE	TEXT USE
	READ THE TEXT: • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. After reading the text once, ask students to share their initial reactions to the Anansi character in this text, providing reasons from the text to support their reactions. (RL.1.1, RL.1.3, SL.1.1a-c, SL.1.2) • Second Reading: Reread the text aloud. Project the text so students can follow along. Prompt students to pay careful attention to the illustrations for details that provide clues to the characters and events of the text. (RL.1.7) • Third Reading: Using multiple copies or a projection device, reread the section of the text in which Anansi and Little Bush Deer go for a walk. Ask students how they know who is speaking and how the characters are feeling since the text does not always provide the information. (RL.1.4, RL.1.6) Have students work in pairs to reenact this section, using the text to express how the characters feel and who is speaking. (RF.1.4a-b) **UNDERSTAND THE TEXT:** • Class Discussion: Have students analyze the events and characters in the text. (RL.1.1, SL.1.1a-c, SL.1.2, SL.1.6) o How did Anansi get the animals to go for a walk with him? (RL.1.2) o Why were the animals sad when they returned home from their walk with Anansi? (RL.1.3) o How did Little Bush Deer know not to say the magic words? (RL.1.7) o How is this Anansi character similar to or different from other Anansi characters? (RL.1.9) o Were Little Bush Deer's actions helpful or harmful? Why? (RL.1.3, RL.1.4, L.1.4b-c, L.1.5d) o Were Anansi's actions helpful or harmful? Why? (RL.1.3, RL.1.4, L.1.4b-c, L.1.5d) • Student Writing: Continue adding to the Anansi Character Description Chart begun in Lesson 1. o Have each pair select a word or phrase that describes Anansi. o Write the word or phrase on a sentence strip or index card. o Affix the word or phrase to the class chart.

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Independent Writing: Ask students to review the Anansi Character Description Chart begun in Lesson 1. Have them create an H-chart or Venn diagram to compare and contrast the good, helpful Anansi and the bad, harmful Anansi. (RL.1.3, RL.1.9, L.1.4b-c, L.1.5d) Then have students write several sentences comparing and contrasting the two Anansi characters. (L.1.1a-j, L.1.2a-e, L.1.6) Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an answer frame[23] to support them in writing complete sentences or organizing their sentences into a paragraph, modeling, showing models of strong and weak student work, providing descriptive feedback, or having students use a Writer's Checklist to check each other's work).
LESSON 6: *Spiders*, Gail Gibbons	**TEXT DESCRIPTION:** *Spiders* provides students with information about the characteristics of spiders. **TEXT FOCUS:** Use this text to illustrate how to conduct research, and then have students engage in research with additional informational texts. **MODEL TASKS** **LESSON OVERVIEW:** After reading aloud the entire text and working with the vocabulary, reread the text and model for students how to engage in the following research skills: summarizing, using illustrations to gather information, and determining whether or not information is useful. Introduce and model a new skill over the course of multiple days. Then have students practice the skill in groups to gather and record information about a particular topic in a Spider Research booklet. Have student groups share the information they gathered and record it on a class chart. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. • Word Work: Continue building a class Unit Vocabulary Dictionary that students can rely on in their writing. (RI.1.1, RI.1.4, L.1.6) o Use the same process described in Lesson 1. o For *Spiders,* focus on adding scientific terminology and other academic vocabulary to the unit vocabulary dictionary. For example, possible words might be *arachnid*, *abdomen*, *mate*, *spiderlings*, *ballooning*, *molt*, *funnel*, *weaving*, *prey*, *tunnel*, *hinged*, *enemies*. (L.1.5b)

[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Model for students how to conduct research by summarizing information from texts. (RI.1.1, RI.1.2, RI.1.8, W.1.7, W.1.8) o Project page 9 of the text. o Read aloud the text and model how to summarize the information and put it into your own words. o Demonstrate for students how to record the information on the class Spider Research chart begun in Lesson 4. o Ask them in which column the information best fits. o Record the information on that column. o Briefly discuss that just copying someone else's words without permission is called *plagiarism*. This is why summarizing and paraphrasing information is an important skill for researching. • Student Practice: Have student groups conduct research focused around the skill of summarizing. o Provide students with multiple informational texts about spiders. These can be from the unit texts (i.e., *Spiders* by Illa Podendorf; *Spiders Are Not Insects* by Allan Fowler, and *Mighty Spiders* by Fay Robinson) and/or additional texts from the Internet (e.g., "Fun Spider Facts for Kids"[24] or "Spider Fact Index"[25] [websites] or "A Spider's Life,"[26] "Spider Webs,"[27] or "Tarantula Cam"[28] [videos]) or classroom or school library. (RI.1.9) o Have students conduct research for the topic their group was assigned or selected in Lesson 4. o Ask students to record their information in the Spider Research booklet created in Lesson 4. o Focus them on using the skill of summarizing to gather and record information for their particular topic about spiders. o Make sure students record the source of the information they gather. • Class Discussion: Model for students how to conduct research by using text features. (RI.1.1, RI.1.5, W.1.7, W.1.8)

[24] http://www.sciencekids.co.nz/sciencefacts/animals/spider.html
[25] http://www.kidzone.ws/lw/spiders/facts.htm
[26] http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders
[27] http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders
[28] http://app.discoveryeducation.com/search?Ntt=animal+behavior+tarantual+cam

TEXT SEQUENCE	TEXT USE
	○ Project pages 6-7 of the text. ○ Read aloud the information in the captions and labels of the illustrations that compare a spider's body to an insect's body. ○ Demonstrate for students how to record the information on the class Spider Research chart begun in Lesson 4. Discuss when it is best to use words and when it is more effective to use drawings to capture the information from the text. ○ Ask them in which column the information best fits. ○ Record the information on that column. • Student Practice: Have student groups conduct research focused around the using text features. ○ Provide students with multiple informational texts about spiders. These can be from the unit texts (i.e., *Spiders* by Illa Podendorf, *Spiders Are Not Insects* by Allan Fowler, and *Mighty Spiders* by Fay Robinson) and/or additional texts from the Internet (e.g., "Fun Spider Facts for Kids"[29] or "Spider Fact Index"[30] [websites] or "A Spider's Life,"[31] "Spider Webs,"[32] or "Tarantula Cam"[33] [videos]) or classroom or school library. (RI.1.9) ○ Have students conduct research for the topic their group was assigned or selected in Lesson 4. ○ Ask students to record their information in the Spider Research booklet created in Lesson 4. ○ Focus them on using the text features (Table of Contents, illustrations, captions/labels, headings, index, etc.) to gather and record information for their particular topic about spiders. ○ Make sure students record the source of the information they gather. • Class Discussion: Model for students how to conduct research by determining most important details and information to record for a topic. (RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.8, W.1.7, W.1.8) ○ Project pages 8-13 and page 28 of the text. ○ Read aloud the text and model how to determine the information that is most important and useful for a

[29] http://www.sciencekids.co.nz/sciencefacts/animals/spider.html
[30] http://www.kidzone.ws/lw/spiders/facts.htm
[31] http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders
[32] http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders
[33] http://app.discoveryeducation.com/search?Ntt=animal+behavior+tarantual+cam

TEXT SEQUENCE	TEXT USE
	particular topic. For example: ▪ On page 9, ask students, "In which column does the information about spiderlings go? How do we know? What should I write or draw, or should I do both?" (RI.1.4) ▪ On page 28, ask students, "Where should I put the information about Little Miss Muffet?" Make sure students discuss whether this information is important and useful for their research. o Demonstrate for students how to record the information on the class Spider Research chart begun in Lesson 4. • Student Practice: Have student groups conduct research focused around the skill of selecting useful information. o Provide students with multiple informational texts about spiders. These can be from the unit texts (i.e., *Spiders* by Illa Podendorf, *Spiders Are Not Insects* by Allan Fowler, and *Mighty Spiders* by Fay Robinson) and/or additional texts from the Internet (e.g., "Fun Spider Facts for Kids"[34] or "Spider Fact Index"[35] [websites] or "A Spider's Life,"[36] "Spider Webs,"[37] or "Tarantula Cam"[38] [videos]) or classroom or school library. (RI.1.9) o Have students conduct research for the topic their group was assigned or selected in Lesson 4. o Ask students to record their information in the Spider Research booklet created in Lesson 4. o Focus them on selecting and recording information that is most useful to their particular topic about spiders. o Make sure students record the source of the information they gather. **EXPRESS UNDERSTANDING:** • Class Discussion: Have student groups share their research to record on the class Spider Research chart begun in Lesson 4. o Have each group review their Spider Research booklet to identify the most important information to record on the class Spider Research chart.

[34] http://www.sciencekids.co.nz/sciencefacts/animals/spider.html
[35] http://www.kidzone.ws/lw/spiders/facts.htm
[36] http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders
[37] http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders
[38] http://app.discoveryeducation.com/search?Ntt=animal+behavior+tarantual+cam

TEXT SEQUENCE	TEXT USE
	o Ask each group to share at least two details about their topic. o Record the information in the appropriate column.
LESSON 7: *Be Nice to Spiders*, Margaret Bloy Graham Pages 31-35 of *Spiders*, Illa Podendorf	**TEXT DESCRIPTION:** This text is about the helpful nature of spiders and their webs. When Billy leaves his pet spider Helen at the zoo, she is able to help out with the zoo's fly problem. That is, until all the spider webs are removed to clean the zoo for the mayor's visit. Once they realize the error they made, the zookeepers make a new rule: Be nice to spiders. **TEXT FOCUS:** Use this text to continue building a unit vocabulary dictionary by adding words from the text that relate to feelings, such as *contented*, *satisfied*, *annoyed*, and *miserable*. Ensure that students are able to describe the characters, setting, and events, and retell the details of the story. Students can engage in partner-reading the text after multiple readings of the text aloud. (RL.1.10) Have students read the text, then evaluate whether spiders are helpful or harmful. Read the pages from *Spiders* and compare the information to what is presented in *Be Nice to Spiders*. (RI.1.3, RI.1.9) Have students apply their knowledge of spiders gained through research. Prompt them to compare the process for making a web to the steps Helen follows on pages 6-7 of *Be Nice to Spiders* to discuss how even fictional texts can provide real information. (RL.1.5)
LESSON 8: *The Spider and the Fly*, Tony DiTerlizzi (Based on "The Spider and the Fly," Mary Howitt)	**TEXT DESCRIPTION:** This poem is about a cunning spider and a little fly. Spider tries to lure Fly into his web. The final stanza of the poem reveals the author's intended "lesson from this tale": Don't let yourself be tricked by sweet, flattering words. The related picture book includes illustration to accompany the text of the poem. **TEXT FOCUS:** Students engage in multiple readings of the poem, as this is a complex text. They continue to build a unit vocabulary dictionary and consider the nature of spiders—are they harmful or helpful? **MODEL TASKS**[39] **LESSON OVERVIEW:** Students listen to the text read aloud, and then study the vocabulary. They listen to the text read aloud a second time and complete a class chart. Then they reenact the poem during a third reading and answer additional questions following a fourth reading. Lastly, they engage in a shared writing exercise as a model for writing their own response about the lesson of the poem.

[39] This lesson is adapted from a lesson produced for the Read-Aloud Project.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>
READ AND UNDERSTAND THE TEXT:

<u>First Reading</u>: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. If using the illustrated version of the poem, project the illustrations for students to enjoy. Also, since the poem is written as a dialogue between Spider and Fly, pull in a second reader or read in two distinct voices.
<u>Second Reading</u>: Reread stanzas 1-3 (pages 1-12). Have students create two stick puppets, one of Spider and one of Fly, to use during the second reading. Have them hold up the puppet for the character who is talking in the story. (RL.1.1, RL.1.6, SL.1.2, L.1.6) Stop at various points in the story to ask the following questions:

Who is talking here? Show me by holding up a puppet. How do you know?
Ne’er is an old-fashioned word for never. Why do you think the bugs “ne’er come down again”?
What does Spider <u>really</u> mean when he says, “I’ll snugly tuck you in”?

<u>Class Discussion</u>: Create a class chart in which students record the various requests and responses of Spider and Fly. Have students refer to the text and/or reread sections as necessary to complete the chart for stanzas 1-3 or pages 1-12.
<table>
<tr><th>How does Spider try to trick Fly into his web?</th><th>What does Fly say or do?</th></tr>
<tr><td>He tells her there are cool things to see in his parlor.</td><td>“Oh no, no!”</td></tr>
</table>
Work with students to complete the rest of the chart while rereading stanzas 4-6 (pages 13-21).
<u>Word Work</u>: Continue building a class Unit Vocabulary Dictionary that students can rely on in their writing. (L.1.6)

Use the same process described in Lesson 1.
For The Spider and the Fly, focus on adding the following words to the unit vocabulary dictionary: parlor, weary, flattering, cunning, witty, vain, heed, flitting.

<u>Third Reading</u>: Reread stanzas 1-6 (pages 1-21) and have students engage in acting out each stanza.

Reread the stanzas fluently, clearly showing the change in speakers with your voice.
Choose two students to act out each stanza by paraphrasing what the characters say and showing actions and reactions with their bodies. Reread sections of the text as needed to ensure that the dramatic interpretation accurately reflects the words in the story. (SL.1.3, SL.1.4, SL.1.5)

</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	o Direct the rest of the class to watch the scenes, and then pose the following questions: ▪ Spider tells Fly that she is *witty* and *wise*. How do Spider's actions tell you that he knows Fly will be back again? (RL.1.3, RL.1.4, SL.1.2, L.1.4a) ▪ How does Spider try to trick Fly into his web? What does Fly say? ▪ Refer to the completed chart as needed and make any necessary changes. • Fourth Reading: Reread stanzas 5-7 (pages 17-28). o Prompt students to listen very carefully to the words Spider uses to describe Fly in stanza 5 (pages 17-19). Then, as a class, compare how Spider talks about Fly and how he talks about himself. (RL.1.3, RL.1.4) Then ask students to following questions: ▪ "What does Fly do? Why do you think she does this?" (RL.1.2) ▪ "If Fly knew that she might 'ne'er come out again,' why did she fly so close to Spider?" (RL.1.3) ▪ "What does *foolish* mean? (L.1.4a-c) Why does the poem say Fly is a 'poor, foolish thing'?" o Together, review the information on the class chart of the requests and responses of Spider and Fly. Review the chart to look at patterns. Ask students: "When does Fly respond differently to Spider? What is Spider doing differently?" o At the end of the poem, it says to "close heart and ear and eye." Ask students: "Show me how you might 'close your ears.' Now show me how you might 'close your eyes.' Now show me how you might 'close your heart.' (Pause to allow students to try.) What do you think 'close your heart' might mean? (RL.1.4, L.1.5c) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[40] task in which students explain how Spider tricks Fly into his web. What should students do if they meet someone like Spider? (RL.1.1, RL.1.2, W.1.2, W.1.8) o Respond to the prompt using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.1.6, L.1.1a)

[40] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ Guide the writing process while students write the parts they know, practicing grade-level spelling and conventions. (L.1.2a-e) ▪ Demonstrate how to write different types of complete sentences using capital letters, common nouns and matching verbs, adjectives, and appropriate end punctuation. (SL.1.6; L.1.1b, c, d, e, f, h) ▪ Read aloud the sentences and ask for suggestions from students to improve the response, expanding and revising the sentences with conjunctions and prepositional phrases as necessary. (W.1.5; SL.1.1a, b; L.1.1g, i, j) ▪ During the shared writing, model the use of the unit vocabulary dictionary. (L.1.6) • Independent Writing: Have students write a response to the following prompt: What is the lesson of this tale? What is this story trying to teach us? (RL.1.2, W.1.1, W.1.5, L.1.1a-j, L.1.2a-e, L.1.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time.
LESSON 9: Various texts from the unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 10: *Diary of a Spider*, Doreen Cronin	**TEXT DESCRIPTION:** This text is written as a series of diary entries from the point of view of a young spider. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 11: Various texts from the unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

UNIT: *AMELIA BEDELIA*

ANCHOR TEXT

Amelia Bedelia, Peggy Parish (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *Thank You, Amelia Bedelia* and *Teach Us, Amelia Bedelia*, Peggy Parish
- *Nouns and Verbs Have a Field Day* and *Punctuation Takes a Vacation*, Robin Pulver
- *In English, of Course*, Josephine Nobisso

Informational Texts (Nonfiction)

- *Hairy, Scary, Ordinary: What Is an Adjective?; A Mink, a Fink, a Skating Rink: What Is a Noun?;* and *To Root, to Toot, to Parachute: What Is a Verb?*, Brian Cleary
- Various career texts, such as *A Day with a Carpenter*, Joanne Winne; *Community Helpers from A to Z,* Bobbie Kalman; *Veterinarians* and *Nurses*, JoAnn Early Macken; *Dentists*, Jacqueline Laks Gorman; *A Day in the Life of a Construction Worker* and *A Day in the Life of a Doctor*, Heather Adamson; *A Day in the Life of a Garbage Collector*, Nate LeBoutillier
- *A Day with a Doctor*, Jan Kottke

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "AP Spanish Cooking Video"
- "Brain Imaging" from Kids.gov

UNIT FOCUS

Students explore the nuances of the English language and the importance of being clear and precise when communicating, whether orally or through writing. They study the English language, specifically grammar and parts of speech, to continue to develop their ability to express themselves and say and write what they truly mean.

Text Use: Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts

Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.8, RI.1.9, RI.1.10

Reading Foundational Skills:[1] RF.1.3a-g, RF.1.4a-c

Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8

Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language: L.1.1.a-j; L.1.2a-e; L.1.4a, c; L.1.5a, c-d; L.1.6

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Page 284: Text Set and Unit Focus

Page 285: *Amelia Bedelia* Unit Overview

Pages 286-290: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

Page 291: ELA Instructional Framework

Pages 292-302: Text Sequence and Sample Whole-Class Tasks

[1] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Amelia Bedelia Unit Overview

Unit Focus

- **Topic**: Clear communication
- **Themes**: The importance of clear language in communication
- **Text Use:** Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts

Summative Unit Assessments

A culminating writing task:

- Identify and explain appropriate use of multiple-meaning words or phrases
- Use conjunctions and adjectives
- Write complete sentences

A cold-read task:

- Understand complex texts
- Write in response to text

An extension task:

- Determine and use different parts of speech
- Write a narrative description

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *Hairy, Scary, Ordinary: What Is an Adjective?*; *A Mink, a Fink, a Skating Rink: What Is a Noun?*; and *To Root, to Toot, to Parachute: What Is a Verb?*
- Lesson 2: *Amelia Bedelia* (sample tasks)
- Lesson 3: *Thank You, Amelia Bedelia* (sample tasks)
- Lesson 4: *Nouns and Verbs Have a Field Day* (sample tasks)
- Lesson 5: "AP Spanish Cooking Video" and *In English, of Course* (sample tasks)
- Lesson 6: *Punctuation Takes a Vacation* (extension task)
- Lesson 7: *Teach Us, Amelia Bedelia*
- Lesson 8: *Amelia Bedelia* and *Teach Us, Amelia Bedelia* (sample tasks)
- Lesson 9: Various books about careers (culminating writing task)
- Lesson 10: "Brain Imaging" and *A Day with a Doctor* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[2]

Have students respond to the following prompt: "Select one of the career books we've read in class. Identify at least three words or phrases that might confuse Amelia Bedelia.[3] Explain why Amelia Bedelia might be confused by those words or phrases. Include vocabulary from your notes taken while we read the texts." (RL.1.3, RI.1.4, W.1.2, W.1.7, L.1.4a)

Teacher Notes:

- *Students are asked to identify three multiple-meaning words or phrases and explain the different meanings, focusing on the most appropriate use of the words or phrases based on context. The completed writing should use words from the charts and include conjunctions that signal simple relationships (e.g.,* because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Clear communication • **Theme**: The importance of clear language in communication • **Text Use:** Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts	This task assesses: • Identifying and explaining appropriate use of multiple-meaning words or phrases • Using conjunctions and adjectives • Writing complete sentences	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) **Express understanding of text:** • Lesson 5 (sample tasks included) • Lesson 7 • Lesson 9 (use this task)

[2] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

[3] For example, in a doctor's office, Amelia might try to give patients a multiple-choice test when it is time for their *exam*.

COLD-READ TASK[4]

Watch "Brain Imaging"[5] as a class twice and instruct students to take notes (similar to the process modeled in the *Spiders* unit).

Then have students independently read *A Day with a Doctor* by Jan Kottke.

Ask students to independently answer a combination of multiple-choice and constructed-response questions[6] about the text and in comparison to other texts in the unit. (**Teacher Note:** Allow students to use their notes from the video. There is also a transcript provided with the video, so if students need help remembering details from the video, you or they can refer to the transcript as necessary.)

Sample questions:

1. Ask students to read and answer the following question independently. (RI.1.1, RI.1.2, RI.1.4)

   What is brain imaging?

   a. A way that doctors imagine
   b. A way for people to be healthy
   c. A way to look at the brain without surgery

2. Read the following question to students and have them answer it independently in writing: "Why do doctors need to *detect the damage* done to the brain?" (RI.1.1, RI.1.2, RI.1.4, RI.1.8) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6)

3. Read the following question to students and have them answer it independently. (RI.1.1, RI.1.4)

   What is the *clicking* and *clacking* in an MRI machine?

   a. A large magnetic field
   b. Instruments recording
   c. Moving water in the machine

4. Ask students to read and answer the following question independently in writing: "What does a doctor do?" (RI.1.1, RI.1.2, RI.1.8, RI.1.9, W.1.2) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6)

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[4] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[5] http://kids.usa.gov/watch-videos/videos/brain-imaging-accessible/index.shtml

[6] Ensure that students have access to the print text as they are testing.

5. Ask students to read and answer the following question independently in writing: "What would Amelia need to know in order to be a doctor? List words, phrases, or ideas." (RI.1.1, RI.1.2, RI.1.9)
6. Ask students to read and answer the following question independently. (RI.1.1, RI.1.4, W.1.8, L.1.4a)

   Identify one phrase Amelia Bedelia might be confused about in a doctor's office.

   a. "Listen to your chest"
   b. "You have a fever"
   c. "Take medicine"

   Why might Amelia Bedelia be confused by the phrase you chose? (RL.1.3, RI.1.3)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Clear communication • **Theme**: The importance of clear language in communication • **Text Use:** Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts	This task focuses on: • Understanding complex texts • Writing in response to text	**Read and understand text:** • Lesson 1 • Lesson 4 (sample tasks included) **Express understanding of text:** • Lesson 6 (use this task)

EXTENSION TASK[7]

- Begin the Extension Task after reading aloud *Hairy, Scary, Ordinary: What Is an Adjective?*; *A Mink, a Fink, a Skating Rink: What Is a Noun?*; and *To Root, to Toot, to Parachute: What Is a Verb?* By Brian P. Cleary in Lesson 1.
- On the last page of each text, it asks, "So what is a noun/verb/adjective? Do you know?" Have students view the illustrations on the last pages and create three lists (one each for nouns, verbs, and adjectives) based on the illustrations. (L.1.5a)
- Divide the class into groups.
- Assign each group an area of the school (e.g., classroom, playground, lunchroom, library, etc.) to draw similar to the illustrations in the texts.
- Provide each group with a large bulletin-board-size piece of paper for their drawing.
- When the drawing is complete, ask the group to label the drawing with adjectives, nouns, and verbs for the objects and actions appropriate for that area. For example, on the large drawing of the lunchroom, students might label: *table*, *lunch line*, *hand-washing station*, *eat*, *wash*, *wait*, *delicious*, *smelly*, *noisy*. (L.1.1b, c, f; L.1.5c)
- Allow students to work on their drawings until Lesson 6.
- Following the reading of *Punctuation Takes a Vacation* in Lesson 6, display the drawings around the classroom.
- Evaluate the labels as a class (i.e., each group presents their drawing and labels and asks the class if there are any that are missing or need to be refined). (SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.5d) Have groups add any labels the class considers important for the particular area in the drawing. (W.1.8)
- Ask students to select an area to write about (from the displayed drawings—it does not have to be their drawing) and write a narrative description of their experience in that area using the labels in their writing. (W.1.3, W.1.7) For example, "Here is the lunchroom. I eat here every day. I bring my delicious lunch so I don't have to wait in the lunch line. These kids sure are noisy! I like to eat."

Teacher Notes:

- *Students are asked to write a narrative description of their experiences in an area around school. (W.1.3) The completed writing should use words from the drawings and personal, possessive, and indefinite pronouns, and include conjunctions that signal simple relationships (e.g.,* because*). (L.1.1d, L.1.1g, L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

[7] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Clear communication • **Theme**: The importance of clear language in communication • **Text Use:** Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts	This task focuses on: • Determining and using different parts of speech • Writing a narrative description	**Read and understand text:** • Lesson 2 (sample tasks included) **Express understanding of text:** • Lesson 5 (sample tasks included) • Lesson 10 (use this task)

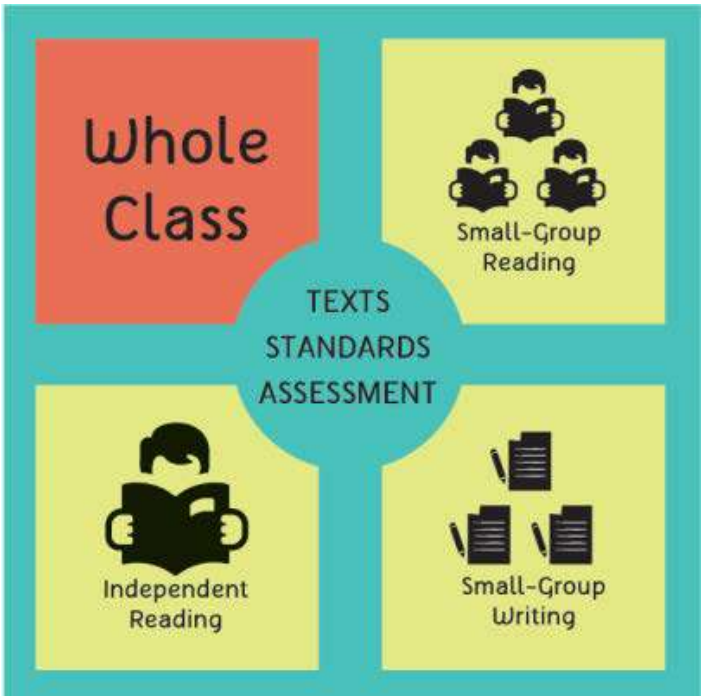
INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[8] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***



Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[9] *Hairy, Scary, Ordinary: What Is an Adjective?*, Brian P. Cleary *A Mink, a Fink, a Skating Rink: What Is a Noun?*, Brian P. Cleary *To Root, to Toot, to Parachute: What Is a Verb?*, Brian P. Cleary	**TEXT DESCRIPTION:** These texts introduce parts of speech using humor and rhyme. **TEXT FOCUS:** Engage students in exploring the importance of clear communication and knowing the most accurate way to use language to communicate with others. These texts provide a fun way to teach parts of speech and expand vocabulary. Allow students to enjoy the text through read-aloud activities, and place the texts in the classroom library for students to read on their own. These texts can also be used in small-group reading for reading foundational skills. **MODEL TASK** **SAMPLE ASSESSMENT TASK:** Extension Task (Begin the task here. It will be completed in Lesson 6.)
LESSON 2: *Amelia Bedelia*, Peggy Parish	**TEXT DESCRIPTION:** Amelia Bedelia is a literal-minded but charming housekeeper who confounds her employers, Mr. and Mrs. Rogers, by following their list of things to do in a very unusual way. Amelia Bedelia "changes the towels," "dusts the furniture," and "dresses a chicken" in unexpected, humorous ways. **TEXT FOCUS:** The focus of this unit is on language clarity and accuracy through speaking and writing. Amelia Bedelia's character and various antics represent what happens when people misinterpret and misunderstand the words. Students explore the various meanings of words based on context and consider how it is important to understand context when selecting and using language to communicate ideas. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *Amelia Bedelia* read aloud. Then they discuss Amelia's confusions and describe her using adjectives. Finally, students create an In English, Please chart to track the various meanings of words in the texts. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students without interruption. Allow students the opportunity to appreciate and fully engage with the text.

[9] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Create a class summary of Amelia's confusions. (RL.1.2, RL.1.7) o Project pages 16-18 to have students reread the text chorally. (RL.1.10) o Ask students: "What caused Amelia to be confused?" (**Teacher Note:** Students might make connections between Amelia and previous characters, for example, Bear from the *Mooncake* unit.) (RL.1.1, RL.1.3, RL.1.4, RL.1.9, SL.1.2, L.1.4a) o Repeat this process with additional sections of the text. Stop after Amelia completes one of Mrs. Rogers's tasks to discuss what might have caused Amelia's confusion. o Record information and details on chart paper, the board, or using a projection device. • Student Practice: Divide the class into pairs. Have each pair describe Amelia Bedelia. (SL.1.1a) o Ask each pair to develop three descriptive words, phrases, or statements to share with the class. (RL.1.1, RL.1.3) o As necessary, have pairs write or draw their notes. (W.1.8) o Ask each pair to share their descriptions and create a class character chart of adjectives to describe Amelia. (SL.1.1b-c, SL.1.3, SL.1.4, SL.1.6) • Second Reading: Prior to rereading the text, prompt students to listen and look for the words that cause Amelia's confusion. (RL.1.4, L.1.4a) o Project the text and read it aloud as students follow along. o Create a class three-column chart, titled In English, Please. o As students identify a word, record the word on the class In English, Please chart. o Have students write the words and include pictures on the chart as appropriate. (SL.1.5) Write the first five words and definitions as a class (*change*, *dust*, *draw*, *out*, *measure*). (L.1.5c, L.1.5d) **IN ENGLISH, PLEASE** **Word from text** / **Amelia's meaning** / **Other meanings** Change / To make something look different / To replace with something new

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Have students work with their partner to complete the last two rows of the In English, Please chart for the remaining words in *Amelia Bedelia* (*trim, dress*).
LESSON 3: *Thank You, Amelia Bedelia*, Peggy Parish	**TEXT DESCRIPTION:** Amelia Bedelia is a literal-minded but charming housekeeper who confounds her employers, Mr. and Mrs. Rogers, by following their list of things to do in a very unusual way. Amelia Bedelia "strips the sheets," "checks the shirts," and "removes the spots" in unexpected, humorous ways. **TEXT FOCUS:** Amelia Bedelia's character and various antics represent what happens when people misinterpret and misunderstand the words. Students explore the various meanings of words based on context and consider how it is important to understand context when selecting and using language to communicate ideas. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud while making prediction. Students reread the text in groups and add to the In English, Please chart. Students then add to the character description chart, ensuring they use the best adjective to describe Amelia. Lastly, students independently write an opinion response about Amelia's characteristics. **READ THE TEXT:** • First Reading: Since students have already read one book about Amelia, check their understanding of her character by engaging them in predicting what she might do in response to various requests. (RL.1.2, RL.1.3, RL.1.9) Read the first 27 pages aloud and project the text for students to engage with the print and illustrations. Stop after pages 11, 15, and 23 and ask students, "What do you think Amelia Bedelia is going to do next?" • Second Reading: Divide the class into groups. Provide each group with a copy of *Thank You, Amelia Bedelia*. Ask each group to read the full text chorally[10] in their groups. (RL.1.10, RF.1.3a-g, RF.1.4a-c) • Word Work: Have the groups continue to complete the In English, Please chart by adding the words Amelia misunderstands in *Thank You, Amelia Bedelia* (e.g., *strip*, *check*, *remove*, *scatter*, *string*, *roll*, *separate*, *pare*). (**Teacher Note:** For *pare*, tell students to include *pare*, *pair*, and *pear* in the first column. They are likely to know the different definitions, but will need to be told to include the three different spellings on the chart.) (RL.1.4, RL.1.7, L.1.4a, L.1.5c-d) **UNDERSTAND THE TEXT:**

[10] http://www.fcrr.org/studentactivities/F_023b.pdf

TEXT SEQUENCE	TEXT USE
	• Class Discussion: Review the class character chart for Amelia Bedelia. Ask students to add words to the chart based on *Thank You, Amelia Bedelia*. o As students suggest words, prompt the class to evaluate the word choice by asking, "Is that what you really mean? Is this word an accurate description of Amelia? How do you know?" (RL.1.1, RL.1.3, SL.1.1c, SL.1.3) o Lead a discussion in which students provide reasons from the text for their word choice. (SL.1.1a-b) o Work with students to refine their word choice to select the most appropriate and precise words to describe Amelia. (W.1.5) For example, instead of including words such as *dumb* and *crazy*, work with students to come up with words such as *confused, silly, pleasant, hardworking,* and *helpful*. (L.1.5d) • Student Practice: Have students create their own character chart for Amelia Bedelia, including details and/or drawings from the text to support their descriptions. (W.1.8) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students write a brief opinion in response to *Thank You, Amelia Bedelia*. o Ask students to respond to the following prompt in writing: Why is _____ (word from character chart) a better word to describe Amelia than _____ (one of the words refined through discussion)? Write at least three complete sentences incorporating simple conjunctions. (RL.1.1, RL.1.5, W.1.1, L.1.1a-j, L.1.2a-e) o Prompt students to use words from the various charts to incorporate into their writing. (L.1.6) o Then ask students to share their written response with a partner to evaluate the detail: Do you agree or disagree with your partner? Why? (SL.1.1c) • **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.1.5)
LESSON 4: *Nouns and Verbs Have a Field Day*, Robin Pulver	**TEXT DESCRIPTION:** This text describes what happens when nouns and verbs realize they must work together so that communication is possible. **TEXT FOCUS:** This text reinforces the idea that a sentence must have at least a noun and verb to be a complete sentence. There are also opportunities to teach commas in a series and shades of meaning among verbs. (L.1.2c, L.1.5d) **MODEL TASKS** **LESSON OVERVIEW:** First, students listen to the text read aloud. Then they discuss the purpose of nouns and verbs in sentences. Lastly, they create silly sentences in groups and work to edit them to ensure they follow the proper conventions.

TEXT SEQUENCE	TEXT USE
	READ THE TEXT: • First Reading: Read the entire text aloud without interruption. Project or display the text so students can engage with the print and illustrations. **UNDERSTAND THE TEXT:** • Class Discussion: Read the text aloud and ask students key questions during the reading, e.g., "What was the problem? What did the nouns and verbs discover?" (RL.1.2) Ensure students understand that all the words have to work together to communicate what we want to say clearly. We can't just say the words; we have put them together in a sentence. **EXPRESS UNDERSTANDING:** • Student Practice: Engage students in writing using various parts of speech. o Quickly explain to students that the articles in English are *a*, *an*, and *the*. (L.1.1h) o Ask students to review the noun, verb, and adjective lists created in Lesson 1. (L.1.5a) o Discuss how the words on the various lists work together (along with articles) to communicate clearly and accurately. For example, in looking at the last illustration in *Hairy, Scary, Ordinary: What Is an Adjective?*, it is not clear enough to just say, "The orange cat." It is necessary to say, "The orange cat is driving" or "The orange cat is eating ice cream." (SL.1.1c) o Divide the class into groups of four and have the groups form a circle. o Provide each student with a piece of white paper with four columns (see below). o Ask students to write an article and an adjective in the first column, referring to the adjective chart from Lesson 1. Have students then fold the paper down the center of the column to cover only what they have written. (L.1.1a, f, h) o Have students pass the paper to the right. o Ask students to write a noun in the second column and fold the paper down the center of the column to cover only what they have written. (L.1.1b) o Have students pass the paper to the right again. o Repeat the process for the third column, having students write a verb. o Complete the process by having the next student add an ending punctuation mark. (L.2.b) o Return the papers to the student who wrote the original article and adjective.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

Have students unfold the paper and read the sentences in their group.

<table>
<tr><td>the ugly</td><td>cat</td><td>fishing</td><td>?</td></tr>
</table>

Have students work as a group to edit each sentence, ensuring proper capitalization and subject-verb agreement. For example, in the above sentence, students could change fishing to is fishing, was fishing, fished, or fishes. (W.1.7, L.1.1c, e, j; L.1.4c)
Have the students illustrate their sentence. (SL.1.5)

</td></tr>
<tr><td>LESSON 5:

“AP Spanish Cooking Video”

In English, of Course, Josephine Nobisso</td><td>
<u>TEXT DESCRIPTION</u>: The video is of AP Spanish students demonstrating how to make an apple dessert. The text details an experience of an Italian student attempting to describe Italy in English, which is not her native language.

<u>TEXT FOCUS</u>: Using the video provides an opportunity to discuss how there are many different ways to communicate and miscommunicate. While students can watch the video to determine what is happening, they likely cannot understand what is being said. Similarly, Amelia Bedelia and Mrs. Rogers are communicating, but they aren’t necessarily understanding each other. In English, of Course also provides an opportunity to discuss how people talk in many different languages and the challenges that come with explaining yourself when communication is difficult.

<u>MODEL TASKS</u>

LESSON OVERVIEW: Students watch a video in Spanish and then listen to In English, of Course read aloud. For both texts, students consider what makes the situations easy and difficult to understand. The lesson concludes with students comparing and contrasting Amelia Bedelia and Josephine as practice, and then writing a paragraph comparing Amelia, Josephine, and Bear from the Mooncake unit.
</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • First Reading: Watch the video as a class. • Class Discussion: Engage students in asking and answering a series of questions to determine their understanding of the video. o Describe what is happening in the video. (RI.1.1, RI.1.2, RI.1.3, SL.1.3) ▪ *Determine which students do and don't understand about the video.* (SL.1.1c) o What makes the video difficult to understand? o How is that similar to or different from Amelia's difficulties in *Amelia Bedelia*? o Are the students in the video smart or not? Why do you think so? • First Reading: Read aloud *In English, of Course*. Project or display the text so students can engage with the print and illustrations. • Second Reading: Reread pages 1-6. What does Josephine misunderstand about her classmates? • Class Discussion: Engage students in asking and answering a series of questions to determine their understanding of the text. o Ask: Why does Josephine say, "I go to farm one time," instead of describing Naples? (RL.1.1, RL.1.2, SL.1.2) o Project some of Josephine's quotations from *In English, of Course*. Ask: Does Josephine communicate what she wants to say by just putting words together? What makes her difficult to understand? How is she able to communicate? (RL.1.1, RL.1.3, RL.1.6, SL.1.2) o Ask: How is that similar to or different from *Amelia Bedelia*? (RL.1.9) o Ask: Is Josephine smart or not? Why do you think so? How is that similar to or different from the students in the video? o Ask: What does Josephine learn from her experience in class? (RL.1.2, SL.1.2) • Student Practice: Divide the class into pairs. Ask pairs to compare and contrast the character of Amelia Bedelia with Josephine in *In English, of Course*. How do both characters misunderstand what others say to them? Have students record their comparisons on a Venn diagram. (RL.1.3, RL.1.9)

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Independent Writing: Have students respond to the following prompt in writing: Compare and contrast the actions and behavior of Amelia Bedelia, Josephine, and Bear from the *Mooncake* unit. (RL.1.3, RL.1.9, W.1.8) o Ask students to expand their Venn diagram to add Bear. o Direct students to show what is similar and different about the three characters, focusing on actions and behaviors as opposed to appearance. o Prompt students to share their Venn diagram with a partner to determine whether they focused on actions and behaviors. Ask each pair to provide feedback on the use of details and reasons. (SL.1.1a-c, W.1.5) o Have students write a paragraph explaining the similarities and differences in the three characters' actions and behaviors. (W.1.2) o Ensure the completed writing uses words from the charts and includes conjunctions that signal simple relationships (e.g., *because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6) The writing should also contain complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) o Use conferencing and small-groups to target student weaknesses and improve student writing ability. (W.1.5)
LESSON 6: *Punctuation Takes a Vacation*, Robin Pulver	**TEXT DESCRIPTION:** This text describes what happens when "punctuation takes a vacation." There are various instances of punctuation missing, incorrect punctuation, etc. to help students understand the necessary role of punctuation in sentences. **TEXT FOCUS:** Students should understand that punctuation helps us know how to read with fluency and expression. (RL.1.2) After reading the text aloud, students can refer back to their sentence from Lesson 4. They can practice reading their sentences as a group with different end punctuation, and then select two from the group to perform for the class. (RF.1.4b, SL.1.4, SL.1.6) The performances can be serious or silly. Following each presentation, ask the class to determine if it is the correct end punctuation for the sentence. (SL.1.1c, SL.1.3, L.1.2b) If it is not, ensure that students explain why it is not. (SL.1.1b) Then the class can practice changing the word order of a sentence to create a question from a statement. (L.1.1j) Following the presentations, have the groups work together to combine the four sentences into a paragraph, expanding the sentences using additional adjectives, nouns, or verbs from the lists in Lesson 1 (as needed). (L.1.1a-j, L.1.2a-e, L.1.6) Then have students edit the Dear, Punctuation letter from *Punctuation Takes a Vacation* to demonstrate understanding of punctuation. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

TEXT SEQUENCE	TEXT USE
LESSON 7: *Teach Us, Amelia Bedelia*, Peggy Parish	**TEXT DESCRIPTION:** Amelia Bedelia is a literal-minded but charming housekeeper who ends up substituting for the day when the teacher's plane is delayed. As expected, Amelia Bedelia carries out her directions as a substitute in unexpected, humorous ways. **TEXT FOCUS:** After the first reading in groups, add any additional adjectives to the character description chart for Amelia Bedelia and words that confused Amelia to the In English, Please chart. (**Teacher Note:** You may need to provide the definition of "plumb tired" for students. Amelia uses it correctly, but it is likely to be a phrase students do not understand on their own.) Then discuss as a class nouns, verbs, and phrases specific to the classroom that Amelia might misunderstand, such as centers/stations, math/ELA block, naming/describing words, Activboard/Smartboard, "put up _____," or "check your homework." Have students choose three of the words or phrases discussed as a class. Then, as prewriting, create three entries on the In English, Please chart for those phrases. Students will need to imagine what Amelia might do. Then have students write their own Amelia Bedelia story based on her visit to their classroom. (W.1.3)
LESSON 8: *Amelia Bedelia*, Peggy Parish *Thank You, Amelia Bedelia*, Peggy Parish	**TEXT DESCRIPTION:** Both of these texts have been read previously. **TEXT FOCUS:** Focus students on demonstrating understanding of these texts through speaking and writing. **MODEL TASKS** **LESSON OVERVIEW:** Students reread two Amelia Bedelia books and act out a situation from one of the books to illustrate how to communicate effectively with Amelia. Then students independently write a letter to Mr. and Mrs. Rogers explaining how to fix their communication problems with Amelia. **READ THE TEXT:** • Third Reading: Divide the class into groups. Read aloud *Amelia Bedelia* as students follow along with the projected text. Then have each group reread *Thank You, Amelia Bedelia*, taking turns to read a page aloud with fluency and expression. (RL.1.10, RF.1.3a-g, RF.1.4a-c) **UNDERSTAND THE TEXT:** • Class Discussion: Ask each group to determine an answer to the following question: "At the end of *Amelia Bedelia*, how does Mrs. Rogers fix the problem so Amelia Bedelia clearly understands what to do in the future?" (RL.1.1, RL.1.2) o Ask groups to write their answer in complete sentences, using examples from the text. o Assign each group a section in *Thank You, Amelia Bedelia* where she misunderstands a direction given to her by the principal. o Ask the group to determine how they would explain the direction to Amelia so that she could correctly understand what she should do. (W.1.8, SL.1.1a-c)

TEXT SEQUENCE	TEXT USE
	○ Have each group perform their situation (e.g., one group member is Amelia, two group members are children in the classroom, and one group member is the narrator) and act out how Amelia originally understood the direction, then have the narrator explain to Amelia what she should do differently, and then act out the correct way of following the direction. (SL.1.3, SL.1.4, SL.1.6) **EXPRESS UNDERSTANDING:** • Independent Writing: Finally, ask students to write a response to the following prompt: What did Mr. and Mrs. Rogers learn from working with Amelia Bedelia? Write a letter to Mr. and Mrs. Rogers explaining how to clearly and accurately communicate with Amelia in *Thank You, Amelia Bedelia*. ○ Ensure that students include at least two events from the story, some details about what happened, and an explanation of how to communicate better in the future. (RL.1.2, W.1.2) ○ The completed writing should use words from the charts and include conjunctions that signal simple relationships (e.g., *because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6) The writing should also contain complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ○ Use conferencing and small-groups to target student weaknesses and improve student writing ability. (W.1.5)
LESSON 9: Various books about careers	**TEXT DESCRIPTION:** Use various career books available in the classroom, school, or local library. Some possible examples are *A Day with a Carpenter* by Joanne Winne, *A Day with a Doctor* by Jan Kottke, *Community Helpers from A to Z* by Bobbie Kalman, *Veterinarians* and *Nurses* by JoAnn Early Macken, *Dentists* by Jacqueline Laks Gorman, *A Day in the Life of a Construction Worker* and *A Day in the Life of a Doctor* by Heather Adamson, and *A Day in the Life of a Garbage Collector* by Nate LeBoutillier. Select careers based on student interest. There are also videos available[11] to watch in addition to reading several books. **TEXT FOCUS:** Read aloud about different careers that interest students. Have students read the grade-level books independently or in groups. (RI.1.10) While reading the texts, students should take notes about the different careers and the vocabulary specific to each career in preparation for the culminating writing task. (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.8, RI.1.9, W.1.8) (This can also be done as a class.) As needed, discuss how Amelia might be confused using one of the career texts as a model, similar to what was done in Lesson 7 with *Teach Us, Amelia Bedelia*. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

[11] http://kids.usa.gov/watch-videos/jobs/index.shtml

TEXT SEQUENCE	TEXT USE
LESSON 10: "Brain Imaging" from Kids.gov *A Day with a Doctor,* Jan Kottke	**TEXT DESCRIPTION:** "Brain Imaging" is a video that explains the job of a doctor who analyzes damaged brains to develop treatment plans for those who have experienced a traumatic brain injury. *A Day with a Doctor* provides basic information about the job of a doctor. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task

UNIT: *DUCK FOR PRESIDENT*

ANCHOR TEXT

Duck for President, Doreen Cronin (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *If Everybody Did*, Jo Ann Stover
- *We Live Here Too! Kids Talk About Good Citizenship*, Nancy Loewen
- *If I Were President* and *If I Ran for President*, Catherine Stier
- *My Teacher for President*, Kay Winters

Informational Texts (Nonfiction)

- *Being a Leader*, Robin Nelson (First Step Nonfiction)
- *Celebrating President's Day*, Kimberly Jordano and Trisha Callella-Jones
- *So You Want to be President?*, Judith St. George
- *We the Kids: The Preamble to the Constitution of the United States*, David Catrow
- Excerpts from *D Is for Democracy*, Elissa Grodin
- "Elections: Let's Do the Election Slide!" from *Congress for Kids*

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "TLC Elementary School: Understanding Good Citizenship"[1] from DiscoveryEducation.com
- "Kids on Leadership"[2] from YouTube
- "The Constitution"[3] from *Schoolhouse Rock!*

UNIT FOCUS

Students build on their knowledge of positive character traits and those valued in a good citizen and leader by exploring rules, laws, elections, and the presidency. Through the anchor text, students discuss the details of the election process. Students gain a preliminary understanding of our democratic process and build on the knowledge gained in kindergarten about our country. This connects to social studies.

Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10

Reading Foundational Skills:[4] RF.1.3a-g, RF.1.4a-c

Writing: W.1.1, W.1.2, W.1.5, W.1.6, W.1.7, W.1.8

Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6

Language: L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5b-c, L.1.6

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Pages 305-309: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

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[1] http://app.discoveryeducation.com/search?Ntt=tlc+elementary+school%3A+understanding+good+citizenship
[2] http://www.youtube.com/watch?v=UQfrcOX5tW4
[3] http://www.youtube.com/watch?v=30OyU4O80i4
[4] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Duck for President Unit Overview

Unit Focus

- **Topics:** Citizenship, elections, the presidency
- **Theme:** Character traits valued in a good citizen and leader
- **Text Use:** Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content

Summative Unit Assessments

A culminating writing task:

- Sequence events
- Compare events across different texts
- Write an explanatory paragraph

A cold-read task:

- Read grade-level texts
- Write in response to grade-level texts

An extension task:

- Conduct research and take notes
- Ask questions
- Engage in a debate and mock election

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *If Everybody Did* (sample tasks)
- Lesson 2: *Being a Leader* and "TLC Elementary School: Understanding Good Citizenship" from DiscoveryEducation.com (sample tasks)
- Lesson 3: *We Live Here Too! Kids Talk About Good Citizenship*
- Lesson 4: *We the Kids: The Preamble to the Constitution of the United States*, "The Constitution" from *Schoolhouse Rock!*, and excerpts from *D Is for Democracy*, Elissa Grodin
- Lesson 5: "Kids on Leadership" from YouTube and *Celebrating President's Day: What Is a President?*
- Lesson 6: *Duck for President* (sample tasks)
- Lesson 7: *If I Were President* and *So You Want to be President?* (sample tasks and cold-read task)
- Lesson 8: *Duck for President*
- Lesson 9: *If I Ran for President* and texts for student research (sample tasks)
- Lesson 10: Group posters from Lesson 9 (extension task)
- Lesson 11: *Duck for President* and "Elections: Let's Do the Election Slide!" (culminating writing task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[5]

Have students respond to the following prompt: "Write a paragraph explaining what Duck did in the story that is similar to what a real person would do to become president." (RL.1.2, RI.1.9, W.1.2)

Use the following process with students:

1. Provide students with a two-column chart similar to the following:

Steps to Become President	What Duck Did to Become President
1.	1.
2.	2.
3.	3.

2. Using "Candidates," "Political Parties," "Primary Election," "National Conventions," "National Conventions—An Inside View," "Candidates at the Convention," and "The Campaign" from "Elections: Let's Do the Election Slide!" from *Congress for Kids* and the group posters from Lesson 9, write a sequenced list of what a candidate must do to become president in the first column of the provided chart. Allow students to work in pairs, as needed. (W.1.7, W.1.8, SL.1.1a-c)
3. Then have students reread *Duck for President* in small groups. (RL.1.10, RF.1.3a-g, RF.1.4a-c)
4. Using the two-column chart for prewriting, ask students to determine what steps Duck followed to become president. Have them add details from *Duck for President* to the second column when they correspond with steps in the first column. Some rows in the second column may be blank, which means that Duck did not follow that step. For example, he did not attend a national convention.
5. Have students write a paragraph in which they answer the above prompt.

Teacher Notes:

- *Students are asked to explain and then compare two different processes. (W.1.2) The completed writing should use words from the vocabulary dictionary, including conjunctions that signal simple relationships and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*

[5] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics:** Citizenship, elections, the presidency • **Theme:** Character traits valued in a good citizen and leader • **Text Use:** Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content	This task assesses: • Sequencing events • Comparing events across different texts • Writing an explanatory paragraph	**Read and understand text:** • Lesson 5 • Lesson 6 (sample tasks included) • Lesson 7 (sample tasks included) • Lesson 8 **Express understanding of text:** • Lesson 9 (sample tasks included) • Lesson 11 (use this task)

COLD-READ TASK[6]

Have students independently read *My Teacher for President* by Kay Winters. (RL.1.10) Then ask students to independently answer a combination of multiple-choice and constructed-response questions[7] about the text and in comparison to other texts in the unit.

Sample questions:

1. Ask students to read and answer the following questions independently: "Choose three of the reasons Oliver gives for why his teacher would be 'just right' for president. (RL.1.1, RL.1.2) How are the experiences of Oliver's teacher similar to the experiences the president has? (RL.1.7, W.1.2) Write your response in complete sentences." (L.1.1a-j, L.1.2a-e, L.1.6)
2. Ask students to read and answer the following questions independently: "Write a list of the requirements a person must meet in order to become president. Use information from *My Teacher for President*, class charts, and notes from the unit to create your list." (RI.1.9, W.1.8)
3. Ask students to read and answer the following questions independently: "Create a list of questions to ask your teacher to see if she or he would make a good president. For example, a question might be, 'Are you at least 35 years old?' or 'Have you ever been a leader?' (SL.1.2, SL.1.3) Then interview your teacher and ask your questions. (SL.1.6) Review the answers and write a paragraph explaining why you think your teacher would or would not make a good U.S. president. (W.1.1) Write your response in complete sentences." (L.1.1a-j, L.1.2a-e, L.1.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics:** Citizenship, elections, the presidency • **Theme:** Character traits valued in a good citizen and leader • **Text Use:** Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content	This task focuses on: • Reading grade-level texts • Writing in response to grade-level texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 • Lesson 5 **Express understanding of text:** • Lesson 7 (use this task)

[6] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] Ensure that students have access to the print text as they are testing.

EXTENSION TASK[8]

Have students conduct a mock election of various characters explored throughout the year (e.g., Frog, Toad, fairytale characters, Bear, Anansi, Little Bush Deer, Amelia Bedelia).

- In Lesson 9, research the election process as a class, taking notes on the various steps. (W.1.7, W.1.8)
- In Lesson 10, divide the class into six groups. Have each group select a candidate to run for president.
- Ask each group to engage in the process for their candidate:
    - Have groups develop a campaign poster with a slogan for their candidate. (W.1.5, W.1.6, SL.1.1a-c, SL.1.5)
    - Host a primary election to determine the top two candidates. (**Teacher Note:** Since each group will likely vote for their candidate, tell them they must vote for a candidate other than their own.)
    - Provide all students with 2 two-column charts[9] to keep track of the pros and cons for each candidate throughout the remainder of the election process.
    - Have a convention in which the remaining groups with candidates create a platform and a brief speech to deliver to the delegates (i.e., the remaining students with no candidate in the running). The speech should present what the candidate will do as president and explain why the candidate would be a good president. The candidate groups should use details from the various charts created throughout the unit. Delegates should take notes on a two-column chart for each candidate. (W.1.1, W.1.8, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1j, L.1.6)
    - Have the remaining students with no candidate create questions for a debate between the two groups with a candidate. Host a debate between the two candidates with questions from the audience. (SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1j) During the debate, have the audience continue to take notes on the two-column charts.
    - Have a class election.

[8] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

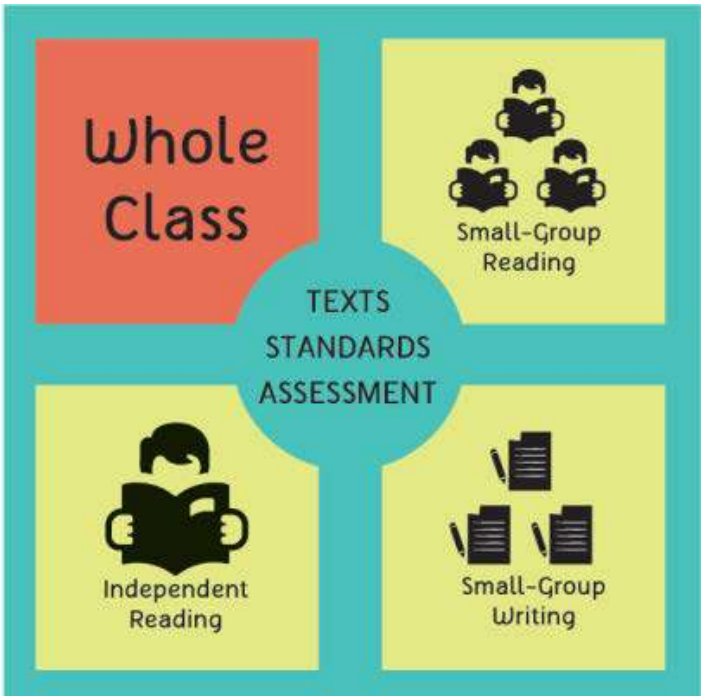
[9] http://freeology.com/wp-content/files/blank2column.pdf

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics:** Citizenship, elections, the presidency • **Theme:** Character traits valued in a good citizen and leader • **Text Use:** Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content	This task focuses on: • Conducting research and taking notes • Engaging in a debate and mock election	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 4 • Lesson 6 (sample tasks included) • Lesson 9 (sample tasks included) **Express understanding of text:** • Lesson 7 (sample tasks included) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[10] to locate additional information about this interactive framework.



Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and character traits of a good citizen and leader. Students will progressively build knowledge using the following tools throughout the unit.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 2.
- Good Citizen Chart: Students pull words and phrases from the various texts read in the unit to describe a good citizen. They write the words on sentence strips or index cards and glue or tape them to a class chart. Create definitions as a class and record them on the chart. Begin in Lesson 2. Add a third column to the chart in Lesson 5 that lists characters studied throughout the year who are either examples or non-examples of each characteristic.

TEXT SEQUENCE	TEXT USE
LESSON 1:[11] *If Everybody Did*, Jo Ann Stover	**TEXT DESCRIPTION:** This text deals with a variety of situations and actions that seem minor at the moment, but once everybody does them, they can become a problem. **TEXT FOCUS:** This text can stimulate discussion about the importance of rules, consequences for not following those rules, and making decisions for the good of ourselves and others. In the end, students are expected to demonstrate an understanding of the consequences of their actions. **MODEL TASKS** **LESSON OVERVIEW:** Students engage with printed copies of the text. They discuss the meaning and examples of *consequences*, and work with a partner to develop a chart summarizing the content of *If Everybody Did*. Students then write their own explanation modeled after the text based on the rules of their classroom or school. **READ THE TEXT:** • First Reading: Provide each student with a copy of *If Everybody Did*. Read aloud the text as students follow along. Allow students to engage with the text without interruption and react to the illustrations. • Second Reading: Introduce the word *consequences* if students are not already familiar with it. Reread the text aloud or call on students to read pages aloud as the other students follow along. (RL.1.10) Stop at various points in the text to ask students questions. (RL.1.1, RL.1.7, SL.1.2) o Have you ever [action from the text]? Why did you do it? Did it cause any problems? o What are the *consequences* when everybody does it?

[11] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	o How do you feel about [the consequence from the text]? o What problems would we have as a result of [the consequence from the text]? **UNDERSTAND THE TEXT:** • Divide the class into pairs. Have each pair review the text by explaining to each other the actions and consequences in their own words. (SL.1.1a-c) Provide each pair with a two-column chart[12] and have them list seven actions and their consequences. (RL.1.1, RL.1.2, RL.1.7, SL.1.3) • As a class, discuss the rules for the classroom or school. Create a class two-column chart to add the class or school rules along with the consequences for not following those rules. Prompt students, if necessary, to think beyond the consequences of losing privileges or getting a mark on a behavior or conduct chart (e.g., we choose to do or not do things not to just avoid a punishment or loss of privileges at school or home, but because it is the right choice to make). • Have each pair circle the verbs in their chart. Display the following sentence frames on sentence strips: o What happened when everybody _____? o This is what happened when everybody _____. Have pairs share a response from their chart using the frames. To make the sentences sound right, students must change the verbs to past tense. (L.1.1e) • Then ask the pairs to list the verb, the past tense form of the verb, and the completed sentence frames for five actions from the chart, choosing one to illustrate. (**Teacher Note:** The actions recorded on the chart, for example, may be recorded as *spill tacks* or *spilling tacks*. Depending on how they are recorded, instruction should be added to include root words and the inflectional endings *-ing*, *-s*, or *-es*.) (RF.1.3f, L.1.1j, L.1.4c) **EXPRESS UNDERSTANDING:** • Have students respond to the following prompt in writing: Select a rule for the class or school. Write an explanation of the consequences if everybody broke that rule. Add an illustration that enhances the understanding of the consequences. (W.1.2, SL.1.5) o Ensure that students use words from various word displays and include conjunctions that signal simple relationships (e.g., *because*) and frequently occurring adjectives. (L.1.1f, g; L.1.6)

[12] http://freeology.com/wp-content/files/twocolumnchart.pdf

TEXT SEQUENCE	TEXT USE
	o Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) o Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5) o Ask students to present their explanations and illustrations to the class. (SL.1.4, SL.1.6) o Compile the pages into a class book to be placed in a classroom library for students to read on their own. (RL.1.10, RF.1.3a-g, RF.1.4)
LESSON 2: *Being a Leader*, Robin Nelson "TLC Elementary School: Understanding Good Citizenship"[13] from DiscoveryEducation.com	**TEXT DESCRIPTION:** *Being a Leader* provides a general description of the types of behaviors and characteristics a good leader has. Two videos available through DiscoveryEducation.com ("Citizenship in the Community"[14] and "TLC Elementary School: Understanding Good Citizenship") provide additional examples and explain in more detail what these behaviors and characteristics are. Use these videos as they are available. **TEXT FOCUS:** Use these texts to build and expand student vocabulary for the unit. **MODEL TASKS** **LESSON OVERVIEW:** Students add to their knowledge of positive character traits and actions, such as *responsible* and *respectful,* and become more familiar with concrete examples of what they mean. **READ AND UNDERSTAND THE TEXT:** • First Reading: Provide students with a copy of *Being a Leader*. Ask students to review the glossary to determine what they already know about some of the terms that will be used and explained in the text. (RI.1.5) Then have students work with a partner to read[15] the text. (RI.1.10, RF.1.3a-g, RF.1.4a-c) • Class Discussion: Have students answer the following questions and share their answers as well as how they arrived at their answers. (RI.1.4, RI.1.6, RI.1.7, SL.1.1a-c, SL.1.4, SL.1.6) o What does a good leader do? o How can a good leader be responsible at home and school?

[13] http://app.discoveryeducation.com/search?Ntt=tlc+elementary+school%3A+understanding+good+citizenship
[14] http://app.discoveryeducation.com/search?Ntt=citizenship+in+the+community
[15] http://www.fcrr.org/studentactivities/F_024b.pdf

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

How is a good leader fair?
How can a good leader be respectful?

<u>Word Work</u>: Begin the Good Citizen Chart.

Write the words responsible, fair, and respectful on the class chart.
Explain to students that the purpose of the chart is to focus on character traits of a good citizen and leader.
Work with students to add definitions in their own words after watching the video below. (L.1.4a-c, L.1.6)
Leave the third column blank until Lesson 5.

<table>
<tr><td>Characteristic/Trait</td><td>Definition</td><td>Character Example</td></tr>
<tr><td>Responsible</td><td></td><td></td></tr>
<tr><td>Fair</td><td></td><td></td></tr>
<tr><td>Respectful</td><td></td><td></td></tr>
</table>

<u>First Reading</u>: Watch the video “TLC Elementary School: Understanding Good Citizenship.” Provide students with a method for taking notes during the video to be able to answer the following questions orally or in writing after viewing. (RI.1.1, RI.1.4, SL.1.3)

What is a community?
What are the rights of a citizen?
What are the responsibilities of a citizen?
What words did you hear in the video that would describe a good citizen/leader?

<u>Word Work</u>: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6)

Use a similar process throughout the unit for building the unit vocabulary dictionary:

Say each word being studied and offer a student-friendly definition. (RI.1.4)
Project the sentence in the text where the word is used and read the sentence aloud.
Discuss as a class how the word is used in the sentence to determine its part of speech. (L.1.4a)
Use the word in another sentence.

</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.1.1b, L.1.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.1.6) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d-e; L.1.6) ▪ Gather each page from the pairs and combine them into a single dictionary. (W.1.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c) o For *Being a Leader,* the videos, and *We Live Here, Too* (Lesson 3), focus on adding the following words to the unit vocabulary dictionary: *leader, community, citizen, obey, duty, responsibilities, rights, patriotism, government, debating, election, citizenship*. **EXPRESS UNDERSTANDING:** • Have students add words or phrases to the Good Citizen Chart, such as *courage, helpful, honest, listens* and any other words students provide from their notes. (W.1.8, L.1.6) • Have students respond to the following prompt in writing: "Choose a rule or law for the community. Write an explanation of the consequences if everybody broke that rule or law. Explain how breaking the rule or law is not being a good citizen. Add an illustration that adds to the understanding of the consequences." (W.1.2, SL.1.5) o Ensure that students use words from the Good Citizen Chart and include conjunctions that signal simple relationships (e.g., *because*) and frequently occurring adjectives in the explanation. (L.1.1f, g; L.1.6) o Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) o Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5) o Ask students to present their explanations and illustrations to the class. (SL.1.4, SL.1.6) o Compile the pages into a class book to be placed in a classroom library for students to read on their own. (RL.1.10, RF.1.3a-g, RF.1.4)

TEXT SEQUENCE	TEXT USE
LESSON 3: *We Live Here Too! Kids Talk About Good Citizenship*, Nancy Loewen	**TEXT DESCRIPTION:** In this text, a 13-year-old "advice columnist" answers questions from letters sent in by kids on how to handle some common situations. **MODEL TASKS** **LESSON OVERVIEW:** Read the text aloud. Students build vocabulary dictionary. Students respond in writing to comprehension questions. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the letters and responses while projecting the text. Invite students to provide any initial comments and opinions on the letters. • Second Reading: During the second reading, ask students to respond to the following questions: o Identify the various situations and how Frank responds. (RL.1.1, RL.1.2, RL.1.9) o Have you ever been in a similar situation? What did you do? How did you feel? (SL.1.4) • Word Work: Continue to build a class unit vocabulary dictionary for students to rely on in their writing. (L.1.6) o Use the same process as in Lesson 2. o Focus on adding the following words to the unit vocabulary dictionary: *advice*, *pronounce, volunteer, appreciate, ordinary, disagree, solution*. o Prompt students to make adjustments and changes to previous definitions based on this text and their changing understanding. o Have students share and add words or phrases to the Good Citizen Chart based on Frank's advice. (L.1.4a, L.1.5c, L.1.6). Have students create definitions to add to the chart for any new words and make any changes or adjustments needed to existing definitions. • Third Reading: Divide the class into pairs. Assign a letter and response to each pair to partner read.[16] (RL.1.10, RF.1.3a-g, RF.1.4a-c) **EXPRESS UNDERSTANDING:** • Student Practice: Have student pairs provide a written response (two or three sentences) for each of the following questions for their assigned section from the third reading.

[16] http://www.fcrr.org/studentactivities/F_022b.pdf

TEXT SEQUENCE	TEXT USE
	o Describe how Frank's advice does or does not solve the student's problem. (RL.1.1, RL.1.2, W.1.2, L.1.1a-j, L.1.2a-e, L.1.6) o Identify two character traits from the Good Citizen Chart that are important for the student to solve the problem. (RL.1.4, L.1.6) Explain how those traits are important. (W.1.2, L.1.1a-j, L.1.2a-e) What might happen if the student were not willing to be a good citizen? (W.1.8) o Describe another way the student could deal with the situation. (W.1.1, L.1.1a-j, L.1.2a-e, L.1.6)
LESSON 4: *We the Kids: The Preamble to the Constitution of the United States*, David Catrow "The Constitution" from *Schoolhouse Rock!* Excerpts from *D Is for Democracy*, Elissa Grodin	**TEXT DESCRIPTION:** *We the Kids* contains the text to the Preamble of the Constitution with illustrations of children going on a camping trip to support understanding of the words. There is also an explanation of the phrases included at the beginning. The *Schoolhouse Rock!* version also has supportive illustrations set to a song. *D Is for Democracy* provides much more detailed information about the Constitution. **TEXT FOCUS:** Provide students with multiple exposures to the book and video through read-aloud activities while projecting the illustrations. The goal should be to help students understand the vocabulary (e.g., *union*, *justice*, *defense*, *tranquility*, *posterity*, *welfare*, *liberty*) by adding it to the unit vocabulary dictionary. Read aloud excerpts from *D Is for Democracy* to support additional knowledge about the Constitution and the vocabulary and principles described in the Preamble. Then have students create a class version of the Preamble showing what it means using illustrations of the class and school.
LESSON 5: "Kids on Leadership"[17] from YouTube *Celebrating President's Day: What Is a President?*, Kimberly Jordano and Trisha Callella-Jones	**TEXT DESCRIPTION:** "Kids on Leadership" is a video of students discussing the qualities of a good leader. *Celebrating President's Day: What Is a President?* explains the various characteristics of a president, comparing them to characteristics of a good citizen. **TEXT FOCUS:** Use these texts to discuss how good citizens can also be good leaders. Review the Good Citizen Chart before viewing the video. Prompt students to take notes, making any additions or adjustments to the Good Citizen Chart. (RI.1.1, RI.1.2, RI.1.8, SL.1.3) Allow time following the video for students to discuss their notes with a partner. (SL.1.1a-c) Then have students recall the characters they have learned about throughout the year and determine what, if any, characteristics of a good citizen or leader they exhibit. (RL.1.3, W.1.8) Have students write the names of the characters in the third column of the Good Citizen Chart by the characteristic(s) they exhibit. (RL.1.9) Characters who are poor examples may be included by writing the names in a different color as non-examples of each trait. (L.1.5b) Finally, have students work in small groups to read *Celebrating President's Day*. Have student groups complete a chart listing the roles of the president. (RI.1.1, RI.1.2, RI.1.4, RI.1.10, L.1.4b)

[17] http://www.youtube.com/watch?v=UQfrcOX5tW4

TEXT SEQUENCE	TEXT USE
LESSON 6: *Duck for President*, Doreen Cronin	**TEXT DESCRIPTION:** Duck is unhappy with his situation on the farm, so he decides to take over through a series of elections. Once Duck realizes how hard each job is, he decides to return to the farm and carry out his original job, with a better understanding of the tough jobs leaders have. **TEXT FOCUS:** The anchor text provides opportunities for students to apply their understanding of good citizenship and leaders and provides an introduction to the election process. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the text read aloud, and then continue to add to the unit vocabulary dictionary. Students answer general comprehension questions about the text. The lesson concludes with students writing about whether Duck is a good leader using their knowledge built in Lessons 1-5. **READ THE TEXT:** • First Reading: Read aloud the text without interruption. Project the text for students to follow along. • Word Work: Continue to build a class unit vocabulary dictionary for students to rely on in their writing. (L.1.6) o Use the same process as in Lesson 2. o Focus on adding the following words to the unit vocabulary dictionary: *registration*, *requirement*, *protested*, *ballot*, *recount*, *covered*, *politician*, *demanded*, *campaign*, *running*, *security*, *experience*. (RL.1.4, L.1.4a-c, L.1.5c, L.1.6) o Prompt students to make adjustments and changes to previous definitions based on this text and their changing understanding. **UNDERSTAND THE TEXT:** • Class Discussion: Have students answer the following questions to demonstrate their understanding of *Duck for President*. (SL.1.1a-c, SL.1.4, SL.1.6) o Why does Duck want to be in charge of the farm? (RL.1.1, RL.1.3) o Why does Duck decide to run for governor? For president? (RL.1.1, RL.1.3) o What does it mean to run a farm, state, or country? (RL.1.1, RL.1.4) o What does Duck realize about running a farm? Being governor? Being president? (RL.1.1, RL.1.2) o What does Duck do at the end of the story? Why? (RL.1.1, RL.1.2) o Review the Good Citizen Chart. What characteristics of a good leader does Duck have? (RL.1.1, RL.1.3, W.1.8)

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Have students respond in writing to the following prompt: "Explain how Duck is or is not a good example of a leader." (W.1.1) o Ensure that students use words from the Good Citizen Chart and include conjunctions that signal simple relationships (e.g., *because*) and frequently occurring adjectives in the explanation. (L.1.1f, g; L.1.6) o Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) o Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5) o Ask students to present their opinion writing to the class. (SL.1.4, SL.1.6)
LESSON 7: *If I Were President*, Catherine Stier *So You Want to be President?*, Judith St. George	**TEXT DESCRIPTION:** *If I Were President* provides information about the duties and responsibilities of the U.S. president. *So You Want to Be President* provides interesting trivia about former U.S. presidents. **TEXT FOCUS:** Use these texts for students to learn more about the job and life of the president. Students will begin to understand the pros and cons of being the president, as introduced in *Duck for President*. **LESSON OVERVIEW:** Students listen to the first text read aloud and work on vocabulary. Then students discuss learning gained from the text and compare it to information gained from other texts in previous lessons. Finally, students create a pros and cons list in preparation for the unit assessments. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud *If I Were President* without interruption (including the introduction). Project the text for students to follow along. • Class Discussion: Work with students to gather information from the text to build knowledge about the requirements, roles, and responsibilities of the president. (SL.1.1a-c, SL.1.2, SL.1.6) o Create a class chart of the constitutional requirements to be a U.S. president, based on information provided in the introduction. (RI.1.1, RI.1.2) (Reread the introduction as necessary.) o Discuss how those are *minimum requirements* and that there are many other traits expected of a U.S. president. o Have students review the chart they created in Lesson 5 of the roles of the president. Create a class chart by having groups take turns writing the information on the chart.

TEXT SEQUENCE	TEXT USE
	○ Have students add roles based on *If I Were President* and add details to explain the various roles included on the chart from Lesson 5. (Reread sections of the text as necessary.) For example, in Lesson 5, students wrote "decision maker" on the chart. In this lesson, students might add the details "Decision making is hard. Not everyone will like the decisions the president makes. The president gets help from a cabinet to make decisions." (RI.1.8, RI.1.9, W.1.8) ○ Review the characteristics on the Good Citizen Chart. Discuss as a class which characteristics are expected of a U.S. president. (RI.1.3, RI.1.9) • Word Work: Continue to build a class unit vocabulary dictionary for students to rely on in their writing. (L.1.6) ○ Use the same process as in Lesson 2. ○ Focus on adding the following words to the unit vocabulary dictionary: *prepared*, *preserve*, *protect*, *defend*, *comfort*. ○ Prompt students to make connections between these words and previous words in the dictionary (from this unit or previous units), such as *defense*/*defend* or *comfort*/*comfortable*/*uncomfortable*. (L.1.4c) ○ Prompt students to make adjustments to previous definitions based on their changing understanding. • First Reading: Read aloud *So You Want to Be President* without interruption. Project the text for students to follow along. • Second Reading: Reread pages 1-11 of *So You Want to Be President*. Create a class two-column chart of the good and bad things of being a president. Reread portions of *If I Were President* and include additional entries on the chart. • **Teacher Note:** Additional information about the duties and responsibilities of the president can be found in "The President"[18] from BrainPOP, Jr. **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 8: *Duck for President*, Doreen Cronin	**TEXT DESCRIPTION:** Duck is unhappy with his situation on the farm, so he decides to take over through a series of elections. Once Duck realizes how hard each job is, he decides to return to the farm and carry out his original job, with a better understanding of the tough jobs leaders have. **TEXT FOCUS:** The anchor text provides opportunities for students to apply their understanding of good citizenship and leaders and provides an introduction to the election process. Students engage in rereading the text to demonstrate understanding. Students should discuss what Duck learns about being in charge, create a list of pros and cons about Duck, and write about

[18] http://www.brainpopjr.com/socialstudies/government/president/

TEXT SEQUENCE	TEXT USE
	whether they would or would not vote for Duck for president. This is in preparation for the Extension Task.
LESSON 9: *If I Ran for President*, Catherine Stier Texts for student research	**TEXT DESCRIPTION:** This text provides information on the election process. Additional texts for student research: "Elections: Let's Do the Election Slide!" from *Congress for Kids*, *Why Are Elections Important? (Know Your Government)* by Jacqueline Laks Gorman, and *Today on Election Day* by Catherine Stier. **TEXT FOCUS:** Use this text to set up student research on the steps of the election process. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *If I Ran for President* being read aloud. Then students work in groups to conduct research on one part of the election process. Student groups then create a poster and present the information they gathered to the class. The lesson concludes with finalizing a list of steps in the election process as part of the Extension Task. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud *If I Ran for President* without interruption. Project the text for students to follow along. Have students summarize the steps in the election process and create an initial class list. • Student Practice: Divide the class into groups for independent research on the election process. Assign each group a topic for research: (1) Candidates, (2) Campaign, (3) Primary Elections, (4) Conventions, (5) Debates, and (6) Election. (SL.1.1a-c) o Remind students of the skills necessary for conducting research by referring to lessons from the Spiders unit. o Ask student groups to research their topic using other texts, such as "Elections: Let's Do the Election Slide!" from *Congress for Kids*, *Why Are Elections Important? (Know Your Government)* by Jacqueline Laks Gorman, and *Today on Election Day* by Catherine Stier. o Have students take notes in a research booklet. The research booklet is a book of blank pages with a cover. It is used for gathering and recording information from the texts in the unit. (RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.8) o Have groups create a poster with three to five facts and illustrations to represent the information they gathered through research. Focus them on providing information about who, what, when, where, how, and why for their topic. (RI.1.9, W.1.2, W.1.5, L.1.6) **EXPRESS UNDERSTANDING:** • Ask each group to present their information using the poster to support their presentation. (SL.1.4, SL.1.5, SL.1.6) • Review the initial class list of steps in the presidential election process. Update the steps as needed.

TEXT SEQUENCE	TEXT USE
LESSON 10: Group posters from Lesson 9	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task
LESSON 11: *Duck for President*, Doreen Cronin "Elections: Let's Do the Election Slide!" from *Congress for Kids*	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

2ND GRADE UNIT PLANS

2ND GRADE UNIT PLANS

2nd Grade Units at a Glance

Note: Students should be able to read more texts on their own in grade 2, although all sets still contain very complex texts for reading aloud. The units are ordered based on their content, taking into account connections with science and social studies and the best order to build student knowledge across the year.

Anchor Text	Unit Focus	Text Complexity*	Content and Standards	Recommended Time of Year
Cinderella, *Marcia Brown* (Page 327)	Cinderella stories	Moderately complex to very complex	Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	Beginning of year
The Best Place, Susan Meddaugh (Page 355)	Houses and homes around the world	Moderately complex to very complex	Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts	Beginning to middle of year
"Thirsty Planet," Beth Geiger (*National Geographic Explorer*) (Page 383)	The water cycle and the role of water in nature	Moderately complex to very complex	Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text	Middle of year
The Ox-Cart Man, Donald Hall and Barbara Cooney (Page 407)	Agricultural history of the US economy and how families made choices to meet their basic needs	Moderately complex to very complex	Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, how illustrations enhance written text	Middle to end of year
Lives: Poems About Famous Americans, Lee Bennett Hopkins (Page 433)	Famous Americans from history	Moderately complex to very complex	Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	End of year

* ***Readily accessible text***: The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.

Moderately complex text: The language is at grade level and the content is suitable for the grade level.

Very complex text: The language is at or slightly above grade level and the content is significantly complex

UNIT: *CINDERELLA*

ANCHOR TEXT

Cinderella, Marcia Brown (Literary)

RELATED TEXTS[1]

Literary Texts (Fiction)

- *The Rough-Face Girl*, Rafe Martin and David Shannon
- *Cendrillon*, Robert D. San Souci
- *Domitila*, Jewell Reinhart Coburn
- *The Way Meat Loves Salt*, Nina Jaffe
- *Mufaro's Beautiful Daughters: An African Tale*, John Steptoe
- "The Girl with the Red Slippers"[2] from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (Pages 28-32 of the Read-Aloud Anthology)
- "Billy Beg" from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (Pages 41-45 of the Read-Aloud Anthology)
- *Yeh-Shen: A Cinderella Story from China*, Ai-Ling Louie

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *Yeh-Shen: A Cinderella Story from China*,[3] *CBS Storybreak*

UNIT FOCUS

Students explore versions of the Cinderella tale from various cultures around the world. Students create a Patterns in Cinderella Stories Chart to trace the connections and common ideas across the various tales. They further develop an understanding of common traits in fairy tales and how those traits are shared across stories from different cultures. Students also build on previous knowledge of character traits and how the outcomes of their actions teach lessons about life.

Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts

Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.8, RI.2.10

Reading Foundational Skills:[4] RF.2.3a-f, RF.2.4a-c

Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language: L.2.1a-f; L.2.2a, c-e; L.2.3a, L.2.4a-d; L.2.5a-b, L.2.6

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[1] Some texts, questions, and tasks in this unit are originally included in—and in some cases adapted from—the Core Knowledge Grade 1 Domain 3 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available here.

[2] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

[3] https://www.youtube.com/watch?v=m3JZDb8ddiU

Cinderella Unit Overview

Unit Focus

- **Topic**: Cinderella stories
- **Themes**: Positive character traits and the universality of human stories across various cultures
- **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts

Summative Unit Assessments

A culminating writing task:

- Determine the moral or lesson in two or more versions of the same story
- Write an explanatory response

A cold-read task:

- Understand a complex text
- Write in response to a text

An extension task:

- Conduct research and work collaboratively
- Model writing on texts read
- Write a story incorporating research

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1**: *Cinderella* (sample tasks)
- **Lesson 2**: *The Rough-Face Girl* (sample tasks)
- **Lesson 3**: *Cendrillon* (sample tasks)
- **Lesson 4**: *Domitila* (sample tasks)
- **Lesson 5**: *The Way Meat Loves Salt*
- **Lesson 6**: *Mufaro's Beautiful Daughters: An African Tale* (sample tasks)
- **Lesson 7**: "The Girl with the Red Slippers" (sample tasks)
- **Lesson 8**: *Yeh-Shen: A Cinderella Story from China* (sample tasks)
- **Lesson 9**: Pages 37-49 from "Billy Beg" (cold-read task)
- **Lesson 10**: *Cinderella* (culminating writing task)
- **Lesson 11**: Texts for group research and additional Cinderella stories (extension task)

[4] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[5]

Have students respond to the following prompt: "Choose *Cinderella* and two other tales from the unit and explain the lesson that each tale teaches. How are those lessons similar or different? Provide at least two similarities and two differences in the lessons." (RL.2.1, RL.2.2, RL.2.3, RL.2.9, W.2.2)

Teacher Notes:

- *Students are asked to determine the moral or lesson of three tales and explain how each teaches that moral or lesson. The completed writing should use words from classroom resources, including the past tense of frequently occurring irregular verbs (e.g.,* sit *and* told*) and frequently occurring adjectives. (L.2.1d, L.2.6)*
- *Prompt students to use the notes from the unit, including the Patterns in Cinderella Stories Chart, for the tales selected*.
- *Students should write in complete sentences, using collective and irregular plural nouns, reflexive pronouns, past tense of verbs, and adjectives and adverbs. (L.2.1a, b, c, d, e) The sentences should be capitalized and punctuated correctly, and conventional spelling should be used. (L.2.2a, c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Cinderella stories • **Themes**: Positive character traits and the universality of human stories across various cultures • **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	This task assesses: • Determining the moral or lesson in two or more versions of the same story • Writing an explanatory response	**Read and understand text:** • Lesson 3 (sample tasks) • Lesson 5 **Express understanding of text:** • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 4 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) • Lesson 10 (use this task)

[5] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[6]

Read "Billy Beg" from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (pages 41-45 of the Read-Aloud Anthology) independently[7] and then **answer** a combination of multiple-choice and constructed-response questions[8] about the text. Sample questions:

1. How does the beginning of this fairy tale introduce the story? (RL.2.5)
2. How does Billy live his life differently than a usual prince would? (RL.2.1, RL.2.2, RL.2.3)
3. Choose one of the following events. Describe how Billy Beg responds. (RL.2.3)
    a. When his friend the bull is taken to the market to be sold
    b. When the giant says he is going to eat Billy Beg
    c. When the old man tells Billy Beg about the dragon in the village
    d. When the princess runs to thank Billy Beg after he defeats the dragon
4. How do the three gifts from the bull help Billy? (R.2.1, R.2.5)
5. Think about Billy's experiences. What can you learn from them? What does this text teach you about how you should approach a new situation? (RL.2.1, RL.2.2)
6. Ireland is the setting for "Billy Beg." What does the story "Billy Beg" teach us about Ireland and what the Irish value or think is important? (RL.2.1, RL.2.2)
7. How does the ending to this fairy tale finish the story? (RL.2.5)
8. Use a Venn diagram to compare and contrast "Billy Beg" with *Cinderella* and "The Girl with the Red Slippers." What are some similarities between the three stories? What are some differences? Write the details that are similar in all three stories in the center of the diagram, details that are similar between two stories where the two circles overlap, and details that are different in each story on the edges of the circle that do not overlap. (RL.2.1, RL.2.9, W.2.8)
9. Add to the Patterns in Cinderella Stories Chart for "Billy Beg" using evidence from the text. (RL.2.1, RL.2.2, W.2.8)

	Unjust Parent	Good Character	Selfish Sister(s)	Godmother or Guide	Prince/Princess	Ball or Feast	Forgotten Shoes	Magical Objects	Teaches a Lesson
"Billy Beg"									

[6] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] Note: Depending on the time of year this assessment is given, some students are likely to need additional support reading this text. Read aloud the text for those students.

[8] Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Cinderella stories • **Themes**: Positive character traits and the universality of human stories across various cultures • **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	This task focuses on: • Understanding a complex text • Writing in response to a text	**Read and understand text:** • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 5 **Express understanding of text:** • Lesson 3 (sample tasks) • Lesson 4 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) • Lesson 9 (use this task)

EXTENSION TASK[9]

Have students work in small groups to answer the following prompt: "Investigate the traditions and values of different cultures. What are some of the unique ways the people of that culture relate to one another? Are there particular religious celebrations? What about food and clothing? Then write a modern version of *Cinderella* set in the country you researched. Use at least one example from your research in your story. Model your story after the Cinderella tales read throughout the unit. Add a picture to your story. Read your story to the class once it is finished and answer any audience questions." (W.2.3, SL.2.3, SL.2.4)

Use the following process with students:

1. Divide the class into groups of two or three students. Assign cultures or ask students to choose a culture to investigate from a list of choices.
2. Have students investigate the answers as a group to a series of questions (e.g., What is the main religion? What do they eat? What kind of clothes do the people wear? What is day-to-day life like for most people? What is the weather like? What is the landscape like? What can we learn from their experiences?). Have students use resources such as http://www.exploreandmore.org/world/default.htm. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.8, RI.2.10, W.2.7, W.2.8) Another option is to read aloud informational texts about the different cultures. In each situation, prompt groups to take notes about the culture.
3. Model for students how a Cinderella story is constructed using a modern version of the Cinderella story. Review how the story follows patterns. What is the point or lesson of the story? (RL.2.2) How do the chosen details support the lesson of the story? Sample texts for modeling:
    a. *Prince Cinders* by Babette Cole
    b. *Cinder Edna* by Ellen Jackson
    c. *Bigfoot Cinderrrrrella* by Tony Johnson
    d. *Chickerella* by Mary Jane Auch
4. Compose a modern Cinderella story using a local animal character familiar to students (e.g., alligator, nutria rat, pelican, bear). Use shared writing[10] and demonstrate with students the process of creating a story while also demonstrating written conventions. (W.2.7, L.2.1a-f)
5. Ask each group to compose their own Cinderella story, incorporating at least one example from their research and following the expected patterns.
6. Ensure that students add an illustration to enhance the content. (SL.2.5) If time allows, help groups publish their stories using technology. (W.2.6)
7. Once each group is done, have them read the Cinderella story to the class, demonstrating fluency. (RF.2.4b, SL.2.4)

[9] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

8. Following the reading of each story, conduct a class discussion in which students ask questions of the presenters to find out more information about the culture studied. Add the culture represented in each story read to the class Comparing Cultures Chart begun in Lesson 2. Work as a class to determine how each story represents the unique elements of the culture. (SL.2.1b, c; SL.2.3)
9. Combine the stories into a class book. Place the book in a classroom library for students to read independently. (RF.2.3a-f; RF.2.4a, c)

Teacher Notes:

- *Students are asked to describe the connection between cultural values and story details and write a narrative story modeled after the structure and language of the Cinderella stories from the unit. (W.2.3, W.2.7) They are also asked to present their narrative story to the class.*
- *The completed writing should include a visual element to support the written text and use words from the word display. (SL.2.5, L.2.6) Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d; L.2.2a, c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Cinderella stories • **Themes**: Positive character traits and the universality of human stories across various cultures • **Text Use**: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts	This task focuses on: • Conducting research and working collaboratively • Modeling writing on texts read • Writing a story incorporating research	**Read and understand text:** • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 5 **Express understanding of text:** • Lesson 3 (sample tasks) • Lesson 4 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) • Lesson 9 (sample task) • Lesson 11 (extension task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[11] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

ONGOING READING FOUNDATIONAL SKILLS

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. Reading foundations, writing, and language development are essential in grades K-2.

Reading foundational skills continue to progress in grade 2. Students:

1. Become more proficient in decoding single-syllable and multisyllabic words with short and long vowels
2. Learn to read irregularly spelled words (e.g., *because*, *does*) and words with lower-frequency sound and spelling patterns (e.g., *ough*)
3. Read fluently (e.g., with accuracy, appropriate rate, and expression) on successive readings of a text
4. Learn additional strategies for decoding unfamiliar words, such as using context to aid in word recognition and understanding

Teachers must determine when and what is taught based on their specific student needs. Use ongoing assessments to determine skill mastery and deficiencies.

Teachers may consult sources for additional support in teaching the skills (e.g., **Tier 1 reading foundational programs**,[12] **Florida Center for Reading Research**,[13] ***Building the Foundation* from the Center on Instruction**,[14] ***Phonemic Awareness in Young Children: A Classroom Curriculum***,[15] or basal textbooks).

Instructional Note: While some reading foundational skills will be taught during whole-class instruction with the whole-class texts, most foundational skills will be taught during small-group reading and small-group writing instruction. Determine when and what is taught based on student needs. See the **ELA Instructional Framework**[16] for additional information.

[12] http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews
[13] http://www.fcrr.org/studentactivities/kg.htm
[14] http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf
[15] http://www.amazon.com/Phonemic-Awareness-Young-Children-Curriculum/dp/1557663211
[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and characters in and elements of Cinderella stories. Students will progressively build knowledge using the following tools throughout the unit.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- Cinderella Learning Log: Students create and maintain an interactive notebook[17] **to store the various charts, notes, and writing assignments completed during the unit. Begin in Lesson 1. Additionally, students will include two charts that are introduced and built ongoing throughout the unit:**
    1. **Patterns in Cinderella Stories Chart:** Students complete this chart for each version of the Cinderella story throughout this unit. Begin in Lesson 2.
    2. **Comparing Cultures Chart:** Students identify characteristics of the culture and how the culture is represented in the story. Begin in Lesson 2.

TEXT SEQUENCE	TEXT USE
LESSON 1:[18] *Cinderella*, Marcia Brown	**TEXT DESCRIPTION:** This classic tale tells the story of Cinderella, a girl known for her goodness, who is forced by her stepmother to labor on household tasks and live in squalor. Denied permission to attend the prince's ball, Cinderella is visited by her fairy godmother, and through magic is provided with a coach, coachmen, and a dress but warned she must return by midnight. At the ball, everyone marvels at the mysterious princess's beauty, especially the prince, and her stepsisters are thrilled at her generosity. Cinderella returns to the ball the next evening, but leaving in a hurry, loses her slipper. The prince uses the slipper to track down his true love; he and Cinderella are soon married. **TEXT FOCUS:** Use this text to review elements of a fairy tale and to identify key patterns of the Cinderella story. Students will learn key vocabulary and terms used in Cinderella stories and how character traits help to determine the moral or lesson of a story. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the story read aloud and then engage in a class discussion about the elements of a fairy tale. This lesson begins the Cinderella Learning Log. Students work with the words of the text and finish the lesson by writing a sentence in response to a question about the lesson of the text. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read *Cinderella* to students. Only interrupt minimally as needed to quickly define or explain any essential vocabulary or phrases for basic understanding of the text (e.g., *madame*, "tied hand and foot to his wife's apron strings,"

[17] http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/

[18] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	"not to be sneezed at," *livery*, *Mademoiselle*). Allow students the opportunity to appreciate and fully engage with the text. • Word Work: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.2.6) o Use a similar process throughout the unit for building the unit vocabulary dictionary. ▪ Say each word being studied and offer a student-friendly definition. (RL.2.4) ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech and meaning. (L.2.4a) ▪ Use the word in another sentence. ▪ When appropriate, demonstrate and then ask students to use known affixes, root words, and individual words to determine the meaning of unknown and compound words. (L.2.4b, c, d) ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.2.1b, L.2.5a) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.2.6, L.2.1f) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.2.1a-c, SL.2.5, L.2.1a-f, L.2.2c-e, L.2.6) ▪ Gather the pages from the pairs and combine them into a single book. (W.2.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.2.3a-f) o For *Cinderella*, focus on adding the following words to the unit vocabulary dictionary: *haughtiest*, *disposition*, *goodness*, *scolded*, *twitter*, *paraded*, *scarcely*, *conducted*, *courtesies*, *snub*, *splendidly*, *overtake*, and *haste*. • Student Practice: Provide students with a copy of the Elements of Fairy Tales Chart from page 151 of the Domain 9 Read-Aloud Anthology[19] from Core Knowledge Grade 1 Listening and Learning Strand. o Explain to students that they just heard a fairy tale about Cinderella. o Have students work in pairs to complete the Elements of Fairy Tales Chart for *Cinderella*. **Teacher Note:** Students should remember distinctions between fairy tales and other literary stories, such as the inclusion of magic, the

[19] http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales

TEXT SEQUENCE	TEXT USE
	setting (e.g., "Once upon a time" and the presence of royalty, and a good and evil character) from grade 1. o Allow students to make connections between *Cinderella* and other fairy tales studied in the grade 1 unit on *Rumpelstiltskin* and ask questions to clear up any misunderstandings they may have about fairy tales or other texts they may mistakenly think are fairy tales. o Have students place a copy of the completed elements chart in their Cinderella Learning Log. • Second Reading: Reread *Cinderella* and stop at various points to ask questions for students to demonstrate understanding. Encourage students to ask questions of the text by providing **question stems or conversation starters**[20] and developing a routine to ensure that all students are participating in the question asking and answering. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.3) Sample questions: o How does the story begin? (RL.2.5) o Why is Cinderella forced to clean the house and sleep on a straw pallet? How does Cinderella respond to her situation and the challenges she experiences with her stepmother and stepsisters? (RL.2.3) o Cinderella gets her name and the nickname "Cinderseat" by sitting next to the chimney corner in the ashes. What does *cinder* probably mean? (L.2.4a, d) o How does Cinderella react to her stepsisters making fun of her about the ball? (R.2.3) o How does Cinderella's fairy godmother view Cinderella differently than the rest of the characters in the story? (RL.2.6) o What does Cinderella's fairy godmother do to make sure she can attend the ball? What warning does the fairy godmother give to Cinderella? (RL.2.2, RL.2.5, RL.2.7) o How does Cinderella react to seeing her stepsisters at the ball? What does that teach you about Cinderella? (RL.2.3) o On the second night of the ball, what happens as Cinderella runs away at midnight? (RL.2.5, RL.2.7) o How does the prince find Cinderella? What does that teach you about the prince? (RL.2.3) o How does Cinderella treat her stepsisters at the end of the story? (RL.2.2, RL.2.7) • Student Writing: Have students work in pairs to describe the appearance, actions, and reactions of the various characters in *Cinderella*.

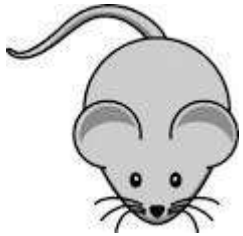
[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE

- Provide each pair with the following blank chart. Ask them to complete the chart with details from the text. (RL.2.3) **Teacher Note:** Model as needed. Examples are provided below. Monitor accuracy and ensure students use adjectives and adverbs appropriately and use proper punctuation and spelling. (L.2.1e, f; L.2.2c-e; L.2.6) Once students have completed the chart, discuss how the third column is an adjective because it describes a noun (in this case, a person) and the sixth column is an adverb because it describes a verb and tells how or in what manner something is done.

Character	Is/Are	Descriptive Word	Character	Action/Reaction	How?
Cinderella	Is	kind.	Cinderella	cleans the house	well.
Cinderella	Is	generous.	Cinderella	gives fruit to her stepsisters	willingly.

- Have students create an Important Objects foldable for *Cinderella* to place in the Cinderella Learning Log. Provide students with a piece of paper. The foldable needs to have four flaps. A template for creating a four-tab foldable with a spot for the title of the story is available here.[21] Ask students to name and illustrate the important objects from *Cinderella* (e.g., the magic wand, the pumpkin, the mice, and the slippers). Underneath each tab, have students write a description of how each object is used in the story, including adjectives and adverbs. (RL.2.1, RL.2.3, SL.2.5, L.2.1e)

The magic wand	The pumpkin	The mice	The slippers
			
Cinderella			

[21] http://www.iamhomeschooling.com/images/stories/printables/templates/5tabhfoldtitle.pdf

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Independent Writing: Present students with the following question: "How do Cinderella's actions help teach the lesson of the story?" (RL.2.1, RL.2.2) o Lead students in a **Shared Inquiry discussion**[22] to brainstorm, list, and discuss lessons. Possible questions for the discussion include: How is Cinderella treated? How does she act toward those who treat her poorly? What does this teach us about how we should act? (RL.2.1, RL.2.2, RL.2.3, SL.2.2) o Ensure that students use **accountable talk**[23] throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) o Ask students to write a response to the question. (W.2.1, W.2.8) o Provide a **sentence frame**[24] for students who need help writing a response. o Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 2: *The Rough-Face Girl*, Rafe Martin and David Shannon	**TEXT DESCRIPTION:** In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl is made miserable by her two beautiful but heartless sisters. The sisters compete for the affections of the Invisible Being by approaching his sister, who asks questions to verify that they can see her brother. Failing to answer the questions, the sisters leave in shame. The Rough-Face Girl, determined to marry the Invisible Being, clothes herself in birch bark, shells, and reeds. After finding the sister of the Invisible Being, she answers the questions and is bathed in the lake, where her scars and singed hair vanish. She then marries the Invisible Being. **TEXT FOCUS:** Use this text to help students understand that there are multiple versions of the same fairy tale written from the perspectives of different cultures. (RL.2.9) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *The Rough-Face Girl* read aloud. Then they work with the vocabulary. They compare and contrast the characters and events of *The Rough-Face Girl* with *Cinderella* and create two comparison charts to keep throughout the

[22] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	unit. The lesson concludes with students writing a summary. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read *The Rough-Face Girl* to students without interruption. Project for the text for students to see the images. Allow students the opportunity to appreciate and fully engage with the text. • Word Work: Continue to build the vocabulary dictionary begun in Lesson 1. (L.2.6) o Use a process similar to that used in Lesson 1. o Prompt students to identify words from this fairy tale related to the central message of the story of Cinderella (e.g., *desperate*, *faith*, *miserable*, *proud*, *ashamed*), as well as words that relate to the culture (e.g., *village*, *wigwam*, *scarred*). o Prompt students to make connections between the words from this text and the events in *Cinderella*. Refer to the adjectives and adverbs chart from Lesson 1 and discuss whether the Rough-Face Girl and Cinderella share similar characteristics based on the vocabulary. (RL.2.9) • Second Reading: Read the text to students. During this reading, display or project the text for students to follow along with the printed text. • Student Practice: Have students engage in various comparison and contrast tasks. o Display a three-column chart with the headings (1) Cinderella, (2) The Rough-Face Girl, and (3) Cendrillon. As a class, compare the main character in *Cinderella* to the main character in *The Rough-Face Girl*, including how the characters respond to major events and challenges. (RL.2.3) Complete the first two columns, and prompt students to refer explicitly to the texts to support entries made on the chart. (RL.2.1, RL.2.9, SL.2.1a-c, SL.2.2) o Begin the Patterns in Cinderella Stories Chart. Ask students to complete the chart for *Cinderella* and *The Rough-Face Girl*. (**Teacher Note:** Students should begin to make connections between *Cinderella* and other stories they will read throughout the unit. Students will maintain the chart throughout the unit and keep the chart in their Cinderella Learning Log.) **Patterns in Cinderella Stories**

TEXT SEQUENCE	TEXT USE

	Unjust Parent	Good Character	Selfish Sister(s)	Guide/ Helper	Prince/ Princess	Ball or Feast	Forgotten Shoes	Magical Objects	Lesson
Cinderella									
The Rough-Face Girl									
Cendrillon									
Domitila									
The Way Meat Loves Salt									
Mufaro's Beautiful Daughters									
"The Girl with the Red Slippers"									
Yeh-Shen									

EXPRESS UNDERSTANDING:

- Independent Writing: Have students use the Patterns in Cinderella Stories Chart to write a brief comparison and contrast between the two stories.
    - Assign students to small groups. Using the chart, have students identify the main similarities and differences between the two stories, including how they both begin, and how they end. (RL.2.5, RL.2.9)
    - Have students write one paragraph in which they compare and contrast the two versions of *Cinderella*. (RL.2.9) Students should introduce the texts, use facts to develop one way the texts are similar and one way the texts are different, and provide a concluding statement. (W.2.2, L.2.1a-f, L.2.2c-e, L.2.6)
- Class Discussion: Explain to students that the similarities between the characters are not accidental and that there are many versions of the same type of tale throughout the world.
    - Tell them that the class will be reading various versions of Cinderella stories. Students should pay attention to how the differences in the stories reveal information about where people live and what they value.
    - Define the word *culture* for students.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

Begin the Comparing Cultures Chart. Work with students to identify the aspects of different cultures in the Cinderella stories read throughout the unit. (RL.2.1, RL.2.2, RL.2.9)
Create a class chart similar to the following and determine how cultural aspects are related through the different stories. (RL.2.3)
Work with students to complete the sections for Cinderella and The Rough-Face Girl.
Continue to add to the chart throughout the unit.
The completed chart may be used as a resource to support students' writing in the extension task.

<table>
<tr><th>What is the culture?</th><th>What story elements are unique?</th><th>What does that tell you about the culture?</th></tr>
<tr><td>Cinderella: French</td><td></td><td></td></tr>
<tr><td>The Rough-Face Girl: Algonquin Indian</td><td></td><td></td></tr>
<tr><td>Cendrillon: Caribbean</td><td></td><td></td></tr>
<tr><td>Domitila: Mexican</td><td></td><td></td></tr>
<tr><td>Mufaro's Beautiful Daughters: African</td><td></td><td></td></tr>
<tr><td>"The Girl with the Red Slippers": Egyptian</td><td></td><td></td></tr>
<tr><td>Yeh-Shen: Chinese</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>LESSON 3:

Cendrillon, Robert D. San Souci</td><td>
<u>TEXT DESCRIPTION</u>: This Creole variant of the Cinderella tale is set in the Caribbean and narrated by the godmother, Nannin, who helps Cendrillon find true love. After a night with Paul, Cendrillon leaves a pink slipper that is used to find her. The couple soon weds.

<u>TEXT FOCUS</u>: Use this text to develop student understanding of the same fairy tale written for another culture.

<u>MODEL TASKS</u>

LESSON OVERVIEW: After the text is read aloud, students work with vocabulary. Then they complete the third column of the three-column chart from Lesson 2 to compare and contrast this version of the Cinderella story to the version from Lessons 1 and 2. Finally, students practice responding to constructed-response questions and complete the Comparing Cultures Chart for Cendrillon.

READ AND UNDERSTAND THE TEXT:
</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	• First Reading: Read aloud *Cendrillon* as students follow along. As students follow along, prompt them to think about the connections that can be made to previously read texts. • Word Work: Continue to build the vocabulary dictionary begun in Lesson 1. (L.2.6) o Use a process similar to that used in Lesson 1. o For *Cendrillon*, focus on the following words: *struggled*, *handful*, *lightened*, *elegant*, *well-spoken*, *riddance*, *peered*, *crossly*, *commotion*, *orphan*, and *peasant*, as well as words that relate to the culture (e.g., *blanchisseuse*, *nannin'*, *shoulder-scarf*, *chocolate sherbet*). o Discuss with students how the words in italics are representative of a different language or dialect when speaking. Talk about the difference between how words sound and the words we write on the page and why this story might use the spoken words in writing. (L.2.3a) o Ask students to briefly describe how Nannin's informal usage and dialect help students understand her point of view/perspective as being different from the other characters in the text. (RL.2.6, L.2.3a) Emphasize this when reading the text aloud by reading Nannin's dialogue in a different voice. • Second Reading: Reread *Cendrillon* and stop at various points to ask questions for students to demonstrate understanding. Encourage students to ask questions of the text by providing question stems or conversation starters[25] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2, SL.2.3) • Student Practice: Have students engage in various comparison and contrast tasks. o Work with students to complete the third column of the three-column chart begun in Lesson 2. Ask students to use information gained from illustrations and words to discuss the similarities and differences among the characters, settings, and plots of the three texts. (RL.2.1, RL.2.2, RL.2.3, RL.2.7, RL.2.9) o Have students work in pairs to complete the row for *Cendrillon* on the Patterns in Cinderella Stories Chart begun in Lesson 2. • Third Reading: Divide the class into pairs. Ask pairs to practice reading[26] all or portions of *Cendrillon* with accuracy and expression. (RL.2.10, RF.2.4a-c) **EXPRESS UNDERSTANDING:**

[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[26] http://www.fcrr.org/studentactivities/F_024b.pdf

TEXT SEQUENCE	TEXT USE
	• Student Practice: Divide the class into heterogeneous groups of approximately four students. Assign each group of students one of the three texts read so far: *Cinderella, The Rough-Face Girl,* or *Cendrillon.* o Ask each group to consider the following questions based on their assigned text: ▪ Determine the central message, lesson, or moral from your fairy tale. (RL.2.2) ▪ Describe how the main character responds to the major events and challenges. (RL.2.3) ▪ Select an illustration from the text that depicts a challenge that the main character faces. How does the illustration help you to understand how the character feels? (RL.2.7) ▪ Describe the overall structure of the story, including how the story begins and how it ends. (RL.2.5) o Allow groups time to read and discuss answers to each of the questions and then write their responses. (W.2.7, W.2.8) o Have groups present their written answers to questions. (SL.2.4, SL.2.6) o Provide feedback as a class on the accuracy of content and grammar in the responses. (W.K.5) o As a class, complete the Comparing Cultures Chart for *Cendrillon*.
LESSON 4: *Domitila*, Jewell Reinhart Coburn	**TEXT DESCRIPTION:** Set in the Mexican state of Hidalgo, this is the tale of Domitila, who works hard to follow her mother's instructions to perform every task with care and love. Forced by poverty to work at the governor's mansion, Domitila cooks traditional food the way her mother taught her for the governor's son, then leaves to tend to her sick mother at home. Enchanted by the taste of her food, Timoteo sets out with a strap of her intricately carved sandals to find Domitila. Although tricked by a wicked widow and her daughter along the way, Timoteo is eventually drawn to the fiesta by the smell of Domitila's cooking and finds her wearing the matching sandals by the creek. **TEXT FOCUS:** This text allows students to determine the moral or lesson of a story from a different culture. Students can continue to compare and contrast tales from diverse cultures, learning key vocabulary words associated with the Cinderella tales as well as those specific to Mexican culture. **MODEL TASKS** **LESSON OVERVIEW:** Students continue to build knowledge of the elements of fairy tales and work on vocabulary. They participate in a class discussion and find and use evidence from the text to support their answers during the discussion and tasks. **READ AND UNDERSTAND THE TEXT:**

TEXT SEQUENCE	TEXT USE
	• First Reading: Read aloud *Domitila* as students follow along, only interrupting minimally as needed to define any essential vocabulary for basic understanding of the text, including any unfamiliar Spanish terms. As students follow along, prompt them to think about the connections that can be made to previously read texts. • Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) o Use a similar process to that used in Lesson 1. o For *Domitila*, focus on the following words: *shawl*, *musty*, *banquet*, *roused*, *contrite*, *marvelous*, *arrogant*, *exquisitely*, *smugly*, *encouraging*, *cunning*, and *widower*. o Have students make connections between the various words based on their similar meanings. (L.2.5b) • Second Reading: Reread *Domitila* a second time. Throughout the reading, ask questions for students to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) Sample questions: o How does the beginning of this fairy tale introduce the story? (RL.2.5) o How does Domitila's father respond to the family's need for money? (RL.2.3) o How does Timoteo first respond to the meal Domitila cooks? (RL.2.1, RL.2.3) o How does the fairy tale end? (RL.2.5) o What does the spirit of Domitila's mother remind her to do? How do these instructions help to teach the moral or lesson of the story? (Rl.2.2) o How is this fairy tale similar to the ones previously read in this unit? (RL.2.9) o How is this fairy tale different from the ones previously read in this unit? (RL.2.9) • Student Practice: Divide the class into pairs. Provide pairs with the images for *Domitila*. Ask the pairs to sequence the images and retell the story and describe the initial lesson they learned from the text. (RL.2.1, RL.2.2, RL.2.7, SL.2.4, SL.2.6) Then have pairs complete the row for *Domitila* on the Patterns in Cinderella Stories Chart and the Comparing Cultures Chart. Provide support as needed to recall specific terminology from the story. **EXPRESS UNDERSTANDING:**

TEXT SEQUENCE	TEXT USE
	• Independent Writing: Have students respond to the following question in writing: "How is the central message or lesson from this story similar to the central message in *Cinderella*?" (RL.2.2, RL.2.9, W.2.1, W.2.8) o Begin the writing process by engaging in a **Shared Inquiry discussion**[27] to brainstorm, list, and discuss answers to the following questions: "In *Domitila,* how does Domitila respond to the challenge of working at the governor's house? (RL.2.3) What did Timoteo do to find the girl who cooked the nopales? (RL.2.2) How is this ending different from to the ending of *Cinderella*?" (RL.2.9) o Ensure that students use **accountable talk**[28] throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) o Provide an **answer frame**[29] for students who need help writing a response. o Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 5: *The Way Meat Loves Salt*, Nina Jaffe	**TEXT DESCRIPTION:** In this Poland-set Jewish variation of the Cinderella story, the youngest daughter of a rabbi is sent away from home in disgrace for telling her father that she loves him like meat loves salt. Mireleh is then given a wooden stick by the prophet Elijah that she uses to attend a wedding feast. At the feast, the rabbi's son is taken with her and finds her slipper as she leaves. He searches for the owner, and Mireleh marries the son of the rabbi and is reunited with her family. This text includes words and music to a traditional Yiddish wedding song. **TEXT FOCUS:** Use this text to help students further understand how a fairy tale can be told differently in a different culture. Students will continue to compare and contrast the versions of Cinderella stories throughout the unit by engaging with the words and illustrations of the text. Students will focus on the vocabulary and other cultural elements to distinguish this tale from the others in the unit. Students will discuss the significance of the title of this text as compared to the others in the set. (RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.9)
LESSON 6:	**TEXT DESCRIPTION:** *Mufaro's Beautiful Daughters: An African Tale* tells the story of a father with two beautiful daughters, one bad-tempered, one kind and sweet. The kind daughter, Nyasha, befriends a snake while tending her garden. One day, all daughters are

[27] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
Mufaro's Beautiful Daughters: An African Tale, John Steptoe	invited to go before the king, who is choosing a wife. Manyara, the bad-tempered daughter sneaks out early and selfishly ignores the needs and advice of others along the way, but Nyasha is kind and shares. It is revealed that the king was the snake, and knowing Nyasha's kindness, marries her. **TEXT FOCUS:** *Mufaro's Beautiful Daughters: An African Tale* provides students with additional opportunities to understand how a fairy tale can be told differently in a different culture. Students will continue to compare and contrast the versions of the Cinderella story throughout the unit. Students will examine character traits to determine the central idea of the story. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in multiple reads of the story to determine its central idea, examine the traits of the main characters, and compare and contrast this story with the other versions of the Cinderella story. **READ THE TEXT:** • First Reading: Read aloud the text as students follow along. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text, including any unfamiliar African terms. As students follow along, prompt them to think about the connections that can be made to previously read texts. Project or display the images for students to see as the text is read aloud. **UNDERSTAND THE TEXT:** • Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) o Use a similar process to that used in Lesson 1. o For *Mufaro's Beautiful Daughters*, focus on the following words: *considerate*, *transfixed*, *uppermost*, *worthy*, *piercing*, *bravely*, *hysterically*, *enclosure*, *faults*, *displeased*, and *relief*. • Student Practice: Have students engage in various comparison and contrast tasks. o Ask students to compare and contrast Manyara and Nyasha using a Venn diagram and including adjectives and adverbs from the text to describe their appearance and actions. (RL.2.3, RL.2.7, L.2.1e) o Have students work in pairs to complete the row for *Mufaro's Beautiful Daughters* on the Patterns in Cinderella Stories Chart begun in Lesson 2. • Class Discussion: Reread *Mufaro's Beautiful Daughters* a second time. Project the text for students to follow along.

TEXT SEQUENCE	TEXT USE
	Throughout the reading, ask questions for students to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) Sample questions are available here.[30] Conclude the discussion by completing the row for *Mufaro's Beautiful Daughters* on the Comparing Cultures Chart as a class. **EXPRESS UNDERSTANDING:** • Independent Writing: Have students respond to the following question in writing: "How is the central message of these stories different from the central message in *Cinderella* because of the roles of the fathers?" (RL.2.2, RL.2.9, W.2.1, W.2.8) o Begin the writing process by engaging in a Shared Inquiry discussion[31] to brainstorm, list, and discuss answers to the following prompt: "Compare and contrast the father in *Mufaro's Beautiful Daughters: An African Tale* and the father in *The Way Meat Loves Salt*." (RL.2.9) o Ensure that students use accountable talk[32] throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) o Provide an answer frame[33] for students who need help writing a response. o Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 7: "The Girl with the Red Slippers"[34] from Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (pages 28-32 of	**TEXT DESCRIPTION:** In this version of the Cinderella story set in Egypt in the sixth century B.C., Rhodopis, a slave girl from Greece, is ridiculed and made to work harder by her fellow servants for being different. Lonely, Rhodopis befriends animals, in particular a hippopotamus, and dances beautifully in the warm sunshine. Her master, noticing her beautiful dance, presents Rhodopis with red silk slippers. One of Rhodopis' slippers is taken by a falcon and brought to the pharaoh. Deciding this is a sign from the god Horus, the pharaoh begins a search for the owner of the slipper. Once he finds Rhodopis, the two are married. **TEXT FOCUS:** Use this text to help students further understand how a fairy tale can be told differently in a different culture. Students will continue to compare and contrast the versions of the Cinderella story throughout the unit.

[30] http://www.scholastic.com/browse/collateral.jsp?id=32381_type=Book_typeId=341
[31] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[32] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[34] To access the Core Knowledge text for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE

the Read-Aloud Anthology)	**MODEL TASKS**
	
	LESSON OVERVIEW: Students continue to engage in multiple readings of the text and work on vocabulary. They participate in a class discussion and find and use evidence from the text to support their answers during the discussion and tasks. The lesson concludes with students creating a comparison and contrast response.
	
	READ THE TEXT:
	
	• First Reading: Read aloud "The Girl with the Red Slippers."
	• Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6)
	  o Use a similar process to that used in Lesson 1.
	  o For "The Girl with the Red Slippers," focus on the following words: *servants, tended, revived, gracefully, elegantly, horribly,* and *spare*.
	  o Have students make connections between the various words based on their similar meanings and different uses in a sentence (e.g., *elegant* in Lesson 3 and *elegantly* here). (L.2.1e, L.2.5b)
	
	UNDERSTAND THE TEXT:
	
	• Student Practice: Divide the class into pairs. Provide pairs with the images[35] for "The Girl with the Red Slippers." Ask the pairs to sequence the images, retell the story and describe the lesson learned from the text. (RL.2.1, RL.2.2, RL.2.7, SL.2.4, SL.2.6)
	• Class Discussion: Have students read "The Girl with the Red Slippers" in pairs.[36] (RI.2.10, RF.2.4a-c) Ask them to stop at teacher-designated points to answer questions with their partner to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) The following questions are adapted from pages 32-33 of the Domain 9 Read-Aloud Anthology from Core Knowledge Grade 1 Listening and Learning Strand.
	  o How does the beginning of this fairy tale introduce the story? (RL.2.5)
	  o How do the other servants respond when the master gives a gift to Rhodopis? How do they treat her as a result? (RL.2.3, RL.2.7)
	  o How does this fairy tale end? (RL.2.5)
	  o How is this fairy tale similar to or different from the ones previously read in this unit? (RL.2.9)

[35] https://www.engageny.org/file/22251/download/ckla_g1_d3_fb.pdf?token=Wi2MSJc7ftcQWOcDNGC9x6GQvuOH565a-SsPEZXfQas
[36] http://www.fcrr.org/studentactivities/F_024b.pdf

TEXT SEQUENCE	TEXT USE
	• Student Practice: Have students engage in various comparison and contrast tasks. o Have students work in pairs to complete the row for "The Girl with the Red Slippers" on the Patterns in Cinderella Stories Chart and the Comparing Cultures Chart begun in Lesson 2. **EXPRESS UNDERSTANDING:** • Independent Writing: Have students respond to the following question in writing: "How is the central message or lesson from this story similar to the central message in *Cinderella*?" (RL.2.2, RL.2.9, W.2.1, W.2.8) o Begin the writing process by engaging in a Shared Inquiry discussion[37] to brainstorm, list, and discuss answers to the following questions: "In 'The Girl with the Red Slippers,' how does Rhodopis respond to the challenge of not being allowed to attend the royal banquet? (RL.2.3) What did Amasis do to learn who owned the red slipper? (RL.2.2) How is this ending similar to the ending of *Cinderella* from Lesson 1?" (RL.2.9) o Ensure that students use accountable talk[38] throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) o Provide an answer frame[39] for students who need help writing a response. o Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 8: *Yeh-Shen: A Cinderella Story from China*, Ai-Ling Louie *Yeh-Shen: A Cinderella Story from China*,[40] *CBS Storybreak*	**TEXT DESCRIPTION:** Yeh-Shen is treated harshly by her stepmother and stepsister, befriends and shares food with a golden-eyed fish. Angered by this, Yeh-Shen's stepmother disguises herself as the kind girl and kills the fish. Yeh-Shen is instructed by an old man to retrieve the fish's bones and ask them for things when she is in need. Denied permission to attend the festival, Ye-Shen asks the bones and receives a beautiful gown and slippers. She loses a slipper at the festival, and a merchant presents it to the king. The king searches for its owner and finds that it is Ye-Shen. The two soon marry. The CBS Storybreak is a cartoon adaptation of the story. **TEXT FOCUS:** This text allows students to determine the moral or lesson of a story from a different culture. Students can continue to compare and contrast tales from diverse cultures, learning key vocabulary words associated with the Cinderella tales as well as those specific to Chinese culture. The video supports students as they demonstrate understanding of the characters, setting, and plot of

[37] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[38] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[39] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	this version. **MODEL TASKS** **LESSON OVERVIEW:** Students continue to engage in multiple readings of the text and work on vocabulary. They participate in a class discussion and find and use evidence from the text to support their answers during the discussion and tasks. The lesson concludes with students creating a comparison and contrast response. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud *Yeh-Shen* as students follow along, only interrupting minimally as needed to define any essential vocabulary for basic understanding of the text, including any unfamiliar cultural terms. As students follow along, prompt them to think about the connections that can be made to previously read texts. • Word Work: Continue building a class unit vocabulary display that students can rely on in their writing. (L.2.6) o Use a similar process to that used in Lesson 1. o For *Yeh-Shen*, focus on adding the following words: *dynasty*, *heaved*, *wondrous*, *sage*, *gown*, *transformation*, *festival*, *pavilion*, *tattered*, and *glimpse*. • First Reading: As a class, view all or an excerpt of the CBS Storybreak version of *Yeh-Shen*. Ask students to think of ways the cartoon version is similar to or different from the story they have just read. (RL.2.1, RL.2.9) Then discuss how the voices used in the dialogue of the cartoon show differences in the good and bad characters. (RL.2.6, RL.2.7) • Second Reading: Reread *Yeh-Shen* aloud. Throughout the reading, ask questions for students to demonstrate understanding. (RL.2.1, SL.2.1a-c, SL.2.2) Sample questions: o How does the beginning of this fairy tale introduce the story? (RL.2.5) o How does Yeh-Shen's stepmother act on her jealousy of Yeh-Shen's beauty? (RL.2.3) o Why does Yeh-Shen share her food with the golden-eyed fish even though she barely has enough for herself? What does that teach us about Yeh-Shen? (RL.2.3, RL.2.7) o How did Yeh-Shen's stepmother trick the fish into coming onto the bank of the pond? (RL.2.7) o Why did the old man come to see Yeh-Shen? What did the fish bones give Yeh-Shen to go to the festival? How did the king get the golden shoe that Yeh-Shen had lost? (RL.2.7)

[40] https://www.youtube.com/watch?v=m3JZDb8ddiU

TEXT SEQUENCE	TEXT USE
	○ How does this fairy tale end? (RL.2.5) ○ How do the illustrations in the cartoon and the illustrations in the story tell the story in a different way? (RL.2.7, RL.2.9) ○ How is this fairy tale similar to and different from the ones previously read in this unit? (RL.2.9) • Student Practice: Have students engage in various comparison and contrast tasks. ○ Have students work in pairs to complete the row for *Yeh-Shen* on the Patterns in Cinderella Stories Chart and the Comparing Cultures Chart begun in Lesson 2. **EXPRESS UNDERSTANDING:** • Independent Writing: Have students respond to the following question in writing: "How is the central message or lesson from this story similar to the central message in *Cinderella*?" (RL.2.2, RL.2.9, W.2.1, W.2.8) ○ Begin the writing process by engaging in a Shared Inquiry discussion[41] to brainstorm, list, and discuss answers to the following question: "In *Yeh-Shen*, the king never dances with the lovely girl at the festival, but in the cartoon he does. (RL.2.2) Which version most resembles the ball from *Cinderella* in Lesson 1?" (RL.2.9) ○ Ensure that students use accountable talk[42] throughout the discussion and refer to the text to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) ○ Provide an answer frame[43] for students who need help writing a response. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, adverbs, and prepositions; proper punctuation; basic subject-verb agreement; and conventional spelling. (L.2.1a, b, c, d, e, f; L.2.2c, d, e; L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 9: "Billy Beg" from	**TEXT DESCRIPTION:** This Irish tale of a male Cinderella tells the story of a prince, Billy Beg, who lives a hardworking life of herding cattle. Billy's best friend, an old bull, is sent to be sold but leaves Billy with three gifts: a magic tablecloth for food, a stick for strength, and a belt for invincibility. Billy takes off with his gifts and finds an old gentleman plagued by a giant. Billy uses his belt to

[41] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[42] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[43] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
Domain 3 of the Grade 1 Core Knowledge Listening and Learning Strand (pages 41-45 of the Read-Aloud Anthology)[44]	defeat the giant and later is told of a dragon in the village who demands the princess as a prisoner. Billy dresses in armor and uses his belt and stick to defeat the dragon, and as the princess tries to stop him from leaving, she is left holding only his boot. The king orders a search for the brave knight using the boot, and after Billy is found, he and the princess are married. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 10: *Cinderella*, Marcia Brown, and unit texts	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cumulative Writing Task
LESSON 11: Texts for group research and additional Cinderella stories	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

[44] To access the Core Knowledge text for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

UNIT: *THE BEST PLACE*

ANCHOR TEXT

The Best Place, Susan Meddaugh (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- "One Giant Hug" and "My House's Night Song" from *My House Is Singing*, Betsy Rosenthal (Poems)
- "Your World," Georgia Douglas Johnson (Poem)
- "The Cyclone," "The Council with the Munchkins,""How the Balloon Was Launched," "Glinda the Good Witch Grants Dorothy's Wish," and "Home Again" from *The Wonderful Wizard of Oz*, L. Frank Baum
- *Fly Away Home*, Eve Bunting
- *My House Has Stars*, Megan McDonald
- *The Treasure*, Uri Shulevitz

Informational Texts (Nonfiction)

- Excerpts from *Children from Australia to Zimbabwe: A Photographic Journey around the World*, Maya Ajmera and Anna Rhesa Versola
- Excerpts from *If You Lived Here: Houses of the World*, Giles Laroche

UNIT FOCUS

Students explore different types of houses. They study the differences between a house and a home through various texts and learn that a "home" doesn't have to be a physical place. Students consider how children in various parts of the world live and come to understand the similarities and differences in what children around the world consider their home. This set can connect to social studies.

Text Use: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts

Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9

Reading Foundational Skills:[1] RF.2.3a-e, RF.2.4a-c

Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language: L.2.1a-f, L.2.2b-e, L.2.4a-e, L.2.5a-b, L.2.6

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[1] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

The Best Place Unit Overview

Unit Focus

- **Topic**: Houses and homes around the world
- **Themes:** The meaning of *home*
- **Text Use**: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts

Summative Unit Assessments

A culminating writing task:

- Determine a central lesson
- Provide reasons for opinions about text
- Use basic letter format (greeting and closing)

A cold-read task:

- Read and understand grade-level texts
- Write in response to texts

An extension task:

- Conduct shared research
- Write a narrative description based on research
- Model structure and language after a published text

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: "One Giant Hug" and "My House's Night Song" from *My House Is Singing* (sample tasks)
- Lesson 2: *If You Lived Here: Houses of the World* (sample tasks)
- Lesson 3: *The Best Place* (sample tasks)
- Lesson 4: "Your World" and *The Best Place* (sample tasks)
- Lesson 5: "The Cyclone," "The Council with the Munchkins," "How the Balloon Was Launched," "Glinda the Good Witch Grants Dorothy's Wish," and "Home Again" from *The Wonderful Wizard of Oz* (sample tasks)
- Lesson 6: *Fly Away Home* and *The Best Place* (sample tasks)
- Lesson 7: *The Best Place* (culminating writing task)
- Lesson 8: *The Treasure* or "Our New Old House" (cold-read task)
- Lesson 9: *My House Has Stars*; "Vietnam," "Yemen," "Brazil," "Japan," "Philippines," and "United States" from *Children from Australia to Zimbabwe: A Photographic Journey around the World*; and "Pueblos" from *If You Lived Here: Houses of the World* (sample tasks/extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[2]

Have students respond to the following prompt: "Write a letter to the wolf describing the most important lesson you learned from reading about his experiences in *The Best Place*. Identify what you learned and provide reasons for why you chose that lesson. Make sure to use a proper greeting and closing."

Demonstrate command of proper grammar, usage, punctuation, and spelling, and use grade-appropriate words and phrases.

Teacher Notes:

- *Students are asked to identify what they consider to be the central lesson in* The Best Place. *(RL.2.1, RL.2.2, RL.2.3, RL.2.7, W.2.1) They should include reasons for why they selected the lesson they chose, and use a proper greeting and closing in the letter. (L.2.2b) The completed writing should use words from the word display. (L.2.6)*
- *Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d, L.2.2c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*
- *If time allows, help students publish their letters using technology. (W.2.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Houses and homes around the world • **Themes:** The meaning of *home* • **Text Use**: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts	This task assesses: • Determining a central lesson • Providing reasons for opinions about text • Using basic letter format (greeting and closing)	**Read and understand text:** • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 (use this task)

[2] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[3]

Have students read *The Treasure* by Uri Shulevitz independently. (RL.2.10; RF.2.4a, c) Then ask students to independently read and answer in writing a combination of multiple-choice and constructed-response questions[4] about the text. Sample questions:

1. How does Isaac respond to his dream? (RL.2.1, RL.2.3, RL.2.7)
2. What causes Isaac to begin and end his journey? (RL.2.1, RL.2.3, RL.2.5, RL.2.7)
3. What does Isaac learn from his journey? (RL.2.1, RL.2.2, RL.2.7)
4. How is the lesson of *The Treasure* similar to or different from *The Best Place* or the excerpts from *The Wizard of Oz*? (RL.2.1, RL.2.2, RL.2.9) (***Teacher Note:*** *This could be done on a graphic organizer, rather than through essay/short answer writing.*)

Alternate assessment option for districts who choose not to purchase *The Treasure*:

Have students read "Our New Old House"[5] from ReadWorks.org independently. (RL.2.10; RF.2.4a, c) Then ask students to independently read and answer in writing a combination of multiple-choice and constructed-response questions[6] about the text. Sample questions:

1. Describe what happens in the beginning, middle, and end of this story. (RL.2.1, RL.2.5)
2. How does Ramon feel about his house at the beginning of the story? Why? (RL.2.1, RL.2.3, RL.2.7)
3. How does Ramon respond to the storm outside his house? (RL.2.1, RL.2.3, RL.2.7)
4. How does Ramon feel about his house at the end of the story? Why? (RL.2.1, RL.2.3, RL.2.7)
5. Remember what happens to the wolf in *The Best Place*. How are Ramon's experiences similar to or different from the experiences of the wolf? (RL.2.1, RL.2.2, RL.2.7)

[3] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[4] Ensure that students have access to the complete texts as they are testing.

[5] http://www.readworks.org/sites/default/files/passages/Ming%20Lo%20Moves%20the%20Moutain%20Paired%20Text%20Lesson%20Passage_Our%20New%20Old%20House.docx_.pdf

[6] Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Houses and homes around the world • **Themes:** The meaning of *home* • **Text Use**: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts	This task focuses on: • Reading and understanding grade-level texts • Writing in response to texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) **Express understanding of text:** • Lesson 4 (sample tasks included) • Lesson 8 (use this task)

EXTENSION TASK[7]

Have students work in small groups to answer the following prompt: "Investigate a country in *Children from Australia to Zimbabwe* not already in *My House Has Stars*. Write a new entry for *My House Has Stars* based on information gathered from *Children from Australia to Zimbabwe*. Model your entry after the entries in *My House Has Stars*. Add a picture to your entry. Read your entry to the class once it is finished and answer any audience questions."

Teacher Notes:

- *If needed, provide groups with additional resources on the country they are investigating.*
- *Students are asked to identify the similarities and differences between the houses in other countries and write a narrative description modeled after the structure and language of* My House Has Stars. *(W.2.3, W.2.7) They are also asked to present their narrative description to the class. (SL.2.4)*
- *The completed writing should include a visual element to support the written text and use words from the word display. (SL.2.5, L.2.6) Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d; L.2.2a, c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*
- *If time allows, help groups publish their entries using technology. (W.2.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Houses and homes around the world • **Themes:** The meaning of *home* • **Text Use**: Vocabulary and language development, determining a central message, comparing and contrasting central messages across texts, modeling writing after published texts	This task focuses on: • Conducting shared research • Writing a narrative description based on research • Modeling structure and language after a published text	**Read and understand text:** • Lesson 2 (sample tasks included) **Express understanding of text:** • Lesson 1 (sample tasks included) • Lesson 9 (use this task)

[7] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

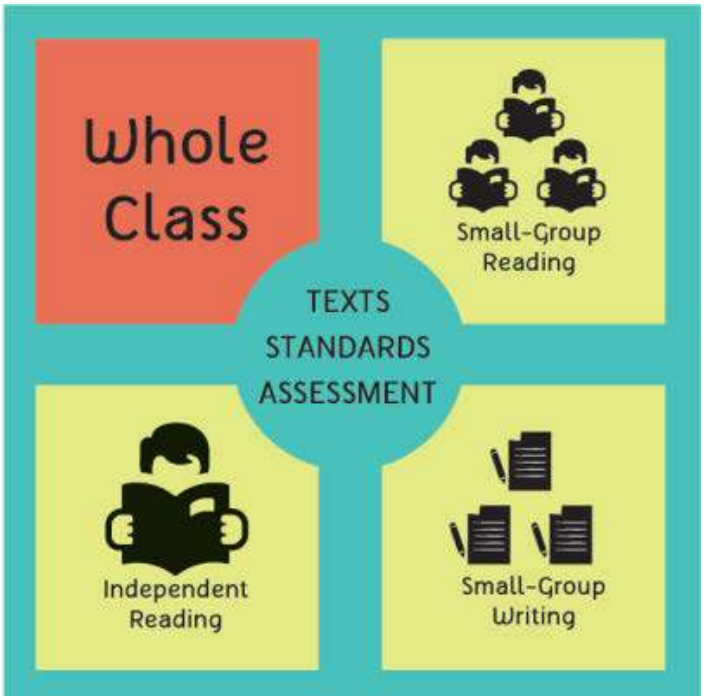
INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[8] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***



Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[9] "One Giant Hug" and "My House's Night Song" from *My House Is Singing*, Betsy Rosenthal	**TEXT DESCRIPTION:** These poems highlight the many wonderful things about a house, including finding a sense of comfort and belonging, and begin to define the meaning of *home*. **TEXT FOCUS:** These texts introduce the unit by providing students with opportunities to talk about the unique features to love about a house. The language of these poems makes them useful as models for student writing. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in choral reading and then partner reading of "One Giant Hug" and "My House's Night Song." Then they participate in a class discussion to ask and answer questions about the poems. Finally, they participate in shared and independent writing of a poem using Rosenthal's poems as a model. **READ THE TEXT:** • First Reading: Provide students the poems and/or project the poems for students to read. Read aloud as students read chorally.[10] Allow proficient readers in the class to be the leaders while reading the text. • Second Reading: Divide the class into pairs. Ask pairs to work together to practice reading the poems with accuracy and expression. (RF.2.4a, b, c) Use the strategies provided here[11] to support partner reading. • **Note for Small-Group Reading:** These poems can also be used for foundational skills instruction. (RF.2.3a-f) Base the tasks for small-group reading on student needs using a foundational skills curriculum.[12] **UNDERSTAND THE TEXT:** • Class Discussion: As a class or with a partner, have students ask and answer questions about the poems to demonstrate understanding of key details. Encourage students to ask questions by providing question stems or conversation starters[13] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Since this is the first discussion, provide students with sample questions to begin their discussion. Sample questions for "One Giant Hug" and "My House's Night Song":

[9] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[10] http://www.fcrr.org/studentactivities/F_023b.pdf
[11] http://www.fcrr.org/studentactivities/02.htm
[12] During small-group reading time, use a full reading foundational curriculum, such as the Core Knowledge Skills Strand (http://www.coreknowledge.org/ckla-files#!/grade-2/skills), and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/02.htm) and/or *Building the Foundation* from the Center on Instruction (http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf).
[13] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Who is the speaker in each poem? How do you know? (RL.2.1, RL.2.7) o For each stanza of "One Giant Hug," what is one adjective that would describe the speaker's feelings toward her house? (RL.2.1, L.2.6) o Is "One Giant Hug" a good title for the poem? Why or why not? (RL.2.1, RL.2.7) o Why does the speaker say "My house is singing"? Is "My House's Night Song" a good title for the poem? Why or why not? (RL.2.1, RL.2.4) o Why does "My House's Night Song" have rhyme and rhythm, but "One Giant Hug" does not? Describe the difference between the structure and language in both poems. How is the meaning of the poems different as a result? (RL.2.1, RL.2.4) **EXPRESS UNDERSTANDING:** • Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing[14] task in which students use one of the two poems as a mentor text[15] and write a poem about the classroom. For example, if using "One Giant Hug," create a poem that uses the beginning phrases of each stanza ("It's not," "It never," "It doesn't," etc.) and similar kinds of figurative language and line structures. (W.2.5, SL.2.1a, L.2.6) o Respond to the prompt using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) ▪ Practice grade-level grammar, usage, conventions, and spelling. For example, demonstrate how to use apostrophes to form possessives and contractions, choose between using an adjective or adverb based on what it modifies, and spell different words by generalizing patterns. (RF.2.3b, L.2.1a-f, L.2.2c-d) ▪ Model the use of a word display. Have students spell the words aloud as they are being written. (RF.2.3b, e; L.2.2d-e; L.2.6) ▪ Read aloud the lines of the poem and ask for suggestions from students to improve the language, line breaks, etc. (W.2.5; SL.2.1a, b, c; L.2.5a) o When the writing is complete, point to the words and read the poem aloud simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b)

[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Study the poem. Ask students to identify words with inconsistent but common spelling-sound correspondences, identify collective and irregular plural nouns, and verify the correct verb tense and use of adjectives or adverbs. (RF.2.3e; L.2.1a, b, d, e) • Independent Writing: Then have students write their own poem based on where they live, adding an appropriate illustration to their poem. (SL.2.5) • **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time.
LESSON 2: *If You Lived Here: Houses of the World*, Giles Laroche	**TEXT DESCRIPTION:** This informational text identifies and describes many different types of houses throughout history and the world. Despite their differences, the various houses described in the text share many similarities in that they are places for people to live and families to come together. **TEXT FOCUS:** This text provides historical information about different types of houses around the world. Students continue to study vocabulary and use the text features to locate information. (RI.2.4, RI.2.5) **MODEL TASKS** **LESSON OVERVIEW:** Students begin exploring the vocabulary of texts and create a vocabulary display to use when they write. They engage in multiple whole-class readings of *If You Lived Here* and summarize the main details. Then students create a visual representation of the connections within the text. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read this text aloud. Display or project the pages so students can see the illustrations and follow along with the printed text. • Class Discussion: As a class, ask and answer questions about the text so students can demonstrate understanding of key details. Encourage students to ask questions by providing question stems or conversation starters[16] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for *If You Lived Here: Houses of the World*: o What is the author's main purpose for writing this text? (RI.2.1, RI.2.2, RI.2.6) o How do the images on each page provide information about each house? Does that information support what the text says or provide new information that isn't learned in the text? Explain your answer. (RI.2.1, RI.2.7)

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ How do the illustrations and the summary at the bottom of each page support the paragraph at the top of each page? Provide a specific example from an illustration or the summary, and explain how it supports a point made in the paragraph. (RI.2.1, RI.2.7, RI.2.8) • Word Work: Create a class chart (H-chart, Venn diagram, etc.) to record the different uses and meanings of *house* and *home*. Ensure that students keep their own individual copy in a reading log or journal. ○ Ask students to look up the definitions of *house* and *home* in the dictionary. (L.2.4e) ○ Add related words from each student's personal understanding of the two words. (L.2.5a) ○ Focus students on identifying the meaning of compound words based on the meaning of the individual words (e.g., *bedroom* is a room with a bed). ○ Prompt students to identify compound words using *house* and *home* (e.g., for *If You Live Here: Houses of the World*, students can add *household*, *townhouse*, *houseboat*, *homemade*). (L.2.4d) ○ Add words to the chart over the course of the unit to prepare for a class discussion about what defines a *house*? What defines a *home*? How do those two words have different meanings? (RI.2.4, L.2.6) • Second Reading: Read the text aloud. Display or project the pages so students can follow along with the printed text. • Word Work: Build a vocabulary display[17] throughout the unit that students can rely on in their writing. (L.2.6) ○ Prompt students to identify words related to the unit focus (*region*, *village*, *neighborhood*, *community*) and words from word families or those with related or multiple meanings (e.g., *construct*/*constructed*/*constructing*, *protected*/*protection*, *connected*/*connecting*, *durable*, *comfortable*, *framework*, *supporting*, *structure*, *foundation*, *shelter*). ○ As a class, define the words in context (using illustrations when appropriate) and/or use known root words and individual words to determine the meaning of unknown and compound words. (RI.2.4; L.2.4a, c, d) ○ Work with students to verify the meanings of the words. (L.2.4e) ○ Have students work in groups to visually represent the relationships and connections among the words using sematic mapping[18] or concept mapping.[19] (RI.2.3) As part of their mapping, prompt students to add real-life

[17] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[19] **http://www.timrasinski.com/presentations/Concept%20Map.pdf** or **http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map**

TEXT SEQUENCE	TEXT USE
	connections between the words and show how they are used. (L.2.5a) Display the words for students to use when they write. • **Note for Small-Group Instruction:** Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed here[20] and here.[21] • **Note for Independent Reading:** Allow students to select a text that interests them from a classroom or school library. As this unit focuses on houses and homes, stock the classroom library with many similar books at different reading levels for students (e.g., *Let's Go Home: The Wonderful Things About a House* by Cynthia Rylant or *A Nest for Celeste* by Henry Cole). (RL.2.10, RI.2.10) These books can also be checked out at a school or local library and temporarily stored in the classroom library. Have students read the texts when they finish classwork early or during a designated time, and have them track their reading on a chart or reading log. **EXPRESS UNDERSTANDING:** • Student Practice: Create a group summary of the information provided in the text. (RI.2.2) o Divide the class into groups. o Provide each group with a graphic organizer that has four columns: (1) Type, (2) Location, (3) Materials, (4) Date. Ensure there is space to create various rows. o Prompt students to work together to summarize the text by completing the graphic organizer. Have them use the text features to locate the information (i.e., Type, Location, Materials, Date) about each type of house. Enter the information for each type of house in a new row. (RI.2.1, RI.2.2, RI.2.5) o Ask each group to reorganize the information from the graphic organizer onto a poster or chart paper. Have each group illustrate the various connections among the information. For example, students could create a timeline based on the dates, a map based on locations, a classification chart based on the materials. (RI.2.3) o Once each group has finished its visual representation, post the paper and conduct a class discussion in which students compare and contrast the various houses based on the points presented and gathered on the various graphic organizers. (RI.2.9, SL.2.1a-c, SL.2.6) • Student Writing: Have students respond to the following prompt in journals: "What did you learn about the different places or time periods by studying the houses?" (RI.2.1, RI.2.2, RI.2.3, RI.2.8, W.2.7, W.2.8)

[20] http://www.timrasinski.com/presentations/vocabulary_presentation.pdf
[21] http://www.timrasinski.com/presentations/word_ladders_1-3.pdf

TEXT SEQUENCE	TEXT USE
LESSON 3: *The Best Place*, Susan Meddaugh	**TEXT DESCRIPTION:** The wolf loves his house, but he decides to sell it because a little bird suggested he hadn't seen enough of the world. After his travels, the wolf realizes his house really was his home, but the new owners refuse to sell his home back to him. The wolf throws a fit and is run off. Finally, the wolf learns an important lesson about the meaning of home and what really makes it "the best place." **TEXT FOCUS:** This text emphasizes the importance of friends and community for making a house a home. **MODEL TASKS** **LESSON OVERVIEW:** Students continue to build understanding of vocabulary and develop an understanding of adjectives and adverbs and when to use each. They work with a partner to read and recount the text, and then engage in a brief writing assignment. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text aloud and display or project the text so students can view the illustrations and follow along with the printed text. • Word Work: Continue building a vocabulary display[22] throughout the unit that students can rely on. (L.2.6) o Provide students with a graphic organizer that has four columns: (1) Word, (2) What it modifies, (3) Definition, (4) Illustration. o As a class, skim *The Best Place* to locate descriptive words (e.g., *magical*, *awed*, *silent*, *completely embarrassed*, *frightened*). Prompt students to record the words in individual rows on their graphic organizer in column one. o Display the sentence or paragraph that contains one of the selected words and model how to identify what the word modifies or describes. o Have students fill in column two for the modeled word, define the word in column three, and illustrate the phrase in column four. (RL.2.4, L.2.4a) o Repeat the process with another word. This time, have students identify what the word is modifying or describing as a class or in pairs. o Continue this process until the graphic organizer is complete. o Explain the differences between adjectives and adverbs based on what they modify. Review the chart as a class and label the words as adjective or adverb, then discuss the differences and reasons for each label. (L.2.1e)

[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Explain to students when you use an adjective and when you use an adverb, as well as the typical conventions for creating each (e.g., many adverbs end in –ly). ○ Model for as a class choosing whether to use an adjective or adverb, using the words from the graphic organizer in different original sentences. ○ As a class or in pairs, have students practice expanding and rearranging sentences from *The Best Place* that contain the words from the graphic organizer. Prompt students to incorporate adjectives or adverbs. (L.2.1e-f, L.2.6) For example, "He was awed by the desert" could become "He was awed by the large and dry desert." "He howled and growled, and the ground shook beneath his feet" could become "He howled and growled loudly, and the ground shook wildly beneath his feet" or "The ground shook beneath his feet because he howled and growled." Have students write their expanded or rearranged sentences on the board for the class to locate and identify the adjectives and adverbs. ○ Reinforce the concept for students to practice independently. For example, students could use the words in original sentences that describe real-life connections to the words and their use (e.g., Describe, in writing, a time when you were *awed*.) (L.2.5a) ○ Display the words from *The Best Place* for students to use when they write. • Second Reading: Divide the class into pairs. Read aloud the first page of *The Best Place,* and then display or project the illustrations of the text. ○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.2.1, RL.2.2, RL.2.7, SL.2.1a, SL.2.3) ○ Stop at various moments in the retelling to ask pairs questions about the key details in the text for students to demonstrate understanding of characters, setting, and/or plot. Sample questions: ▪ Why does the wolf sell his house? (RL.2.1, RL.2.3, RL.2.7) ▪ How does the wolf react when he originally returns to his house? (RL.2.1, RL.2.3, RL.2.7) ▪ Why does the wolf end up in a tree? (RL.2.1, RL.2.3, RL.2.7) ▪ What makes the wolf's tree house the "best place in the world"? (RL.2.1, RL.2.2, RL.2.6, RL.2.7) ▪ Identify a moment in the story when a character makes a mistake. How does the character respond to this challenge? (RL.2.1, RL.2.3, RL.2.7)

TEXT SEQUENCE	TEXT USE

- Based on events in the text, do you think the wolf's decision to sell his house and leave was a good decision or a bad decision? Why? (RL.2.1, RL.2.2, RL.2.3, RL.2.7)
- What is a lesson that the wolf learns? How does he learn this lesson? (RL.2.1, RL.2.2, RL.2.3, RL.2.7)

o Have students complete a Somebody-Wanted-But-So chart in their reading journal to summarize *The Best Place*.

Somebody	Wanted	But	So	Then (optional)
The wolf	To explore the world	He realized that he really missed his house, and the new owners wouldn't sell it back to him.	He threw a tantrum, and his neighbors ran him off. The wolf built a house in a tree and his neighbors, who felt bad, helped him.	The wolf realized that a home is where you have good friends.

- **Note for Small-Group Reading:** Reread whole-class literary texts during small-group reading with students who are struggling to understand. Engage them in retelling and sequencing the main events and then describing at each point how the wolf responds to the different challenges. (RL.2.2, RL.2.3) While working with students in small-group reading, other students not working with the teacher should be engaged in meaningful literacy experiences. For example, to build fluency, have some students listen to a book being read aloud on CD or an MP3 player and read along[23] with the printed text at a Listening Station. (RF.2.4a-c) Developing and managing a literacy environment in which students are able to work in groups, pairs, or independently while the teacher is working directly with a small group of students is essential. Programs like Daily Five™[24] support the development of that kind of literacy environment.
- Third Reading: Have students partner read[25] *The Best Place*.
- Word Work: Continue adding words to the House/Home Chart begun in Lesson 2. Ensure that students keep their own individual copy in a reading log or journal.

o Ask students to identify when the author uses the word *house* and when the author uses the word *home* in *The Best Place*. (RL.2.4)

[23] http://www.fcrr.org/studentactivities/F_023c.pdf
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[25] http://www.fcrr.org/studentactivities/F_024b.pdf

TEXT SEQUENCE	TEXT USE
	○ Discuss as a class when and how the author uses *house* and *home*. Focus students on how the wolf feels and how he responds to the events surrounding each use of the words. (RL.2.3) ○ Add words and phrases to the chart that refine student understanding of each word. (L.2.4a) ○ Prompt students to identify additional compound words that can be added to the chart (e.g., *homework*, *homesick*, *homeland*, *housekeeper*, *lighthouse*). (L.2.4d, L.2.6) **EXPRESS UNDERSTANDING:** • Student Writing: Have students respond to the following prompt in journals or to turn in as a check for understanding: ○ What happens at the beginning, middle, and end of *The Best Place*? How does each part build to the next? (RL.2.2, RL.2.5, RL.2.7) ○ Name two characters in the story other than the wolf. What is their role in the story? Describe how they feel about the wolf. (RL.2.3, RL.2.6, RL.2.7) • After reading through the story several times as a whole class, have students record themselves reading the story as collaborative groups. Have students select different roles to read (e.g., the wolf, the narrator, the bird, the rabbits) and have them read the story to each other dramatically, including using a different voice for each character when dialogue is included. Monitor the student readings to support students as necessary and, if possible, record the readings. (RL.2.6; RF.2.3f; RF.2.4b, c; SL.2.5)
LESSON 4: "Your World," Georgia Douglas Johnson *The Best Place*, Susan Meddaugh	**TEXT DESCRIPTION:** "Your World" discusses the concept of belonging and the possibilities that exist outside of your own "world." **TEXT FOCUS:** The speaker of "Your World" is similar to the bird in *The Best Place*. Students can compare and contrast characters or themes across the texts. **MODEL TASKS** **LESSON OVERVIEW:** Students discuss shades of meaning among words. They engage in a read-aloud exercise of "Your World." Then they ask and answer questions about the text and compare the lesson of the poem to the lessons of *The Best Place*. Finally, students engage in shared and then independent writing in which they write a letter offering advice to a character in either of the texts. **READ THE TEXT:** • First Reading: Read aloud "Your World." • Second Reading: Read aloud "Your World" and display or project the text for students to follow along.

TEXT SEQUENCE	TEXT USE
	• Word Work: Continue building a vocabulary display[26] throughout the unit that students can rely on in their writing. (L.2.6) o Write *speak*, *mumble*, *whisper*, *yell* on the board. Discuss with students that while these words relate to each other and have similar meanings, there are differences. Ask students to describe the differences between the words. (L.2.5a-b) o Explain that the differences they identified are the "shades of meaning" of those words. Access similar lesson ideas for this task here.[27] o Ask students to identify verbs from "Your World" and *The Best Place* (e.g., *traveled/travel*, *soaked*, *overcome*, *marched*, *whined*, *hurried*, *realized*, *abide*, *throbbed*, *battered*, *cradled*, *soared*). o Have students work in pairs to select one verb, use context clues to define the word, and identify two related verbs. As a pair, students should be able to explain to the class what the original verb means and how the three verbs relate (e.g., The words have shades of meaning [describe the shades]; the words are opposites/antonyms). (SL.2.1a-c, SL.2.6, L.2.4a, L.2.5a-b) o Display those words for students to use when they write. **UNDERSTAND THE TEXT:** • Class Discussion: As a class, ask and answer questions about "Your World" so students can demonstrate understanding of key details. Display or project the lines of the poem that are referenced in the questions. Encourage students to ask questions by providing question stems or conversation starters[28] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for "Your World": o Who is the speaker of this poem? How do you know? (RL.2.1, RL.2.6) o How does the speaker respond upon seeing the distant horizon? (RL.2.1, RL.2.3) o What does the following line mean: "Your world is as big as you make it"? (RL.2.1, RL.2.2, RL.2.7) o Identify the speaker's message in "Your World." (RL.2.2) • Student Practice: Divide the class into pairs. Have pairs compare and contrast the message with the lesson the wolf learns in *The Best Place*. (SL.2.1a-c, SL.2.6) (If needed, reread portions of *The Best Place* aloud.)

[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[27] http://www.teachingandtapas.com/2013/01/having-fun-with-shades-of-meaning.html
[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Ask students to consider the following questions as they compare the central messages of each text: ▪ Which character in *The Best Place* is most similar to the speaker of "Your World"? (RL.2.6) ▪ How are ideas in "Your World" and the lesson the wolf learns similar? (RL.2.2) ▪ How are ideas in "Your World" and the lesson the wolf learns different? (RL.2.2) ▪ Provide examples from the texts for all reasons given. (RL.2.1) o Ask students to record their comparisons in their reading log or journal. **EXPRESS UNDERSTANDING:** • Shared Writing: Engage students in daily writing and grammar instruction. Conduct a shared writing[29] task in which students write a letter to or from the wolf from or to the speaker of "Your World." What advice might each character give to the other? (W.2.1, W.2.5, SL.2.1a, L.2.6) o Respond to the prompt using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) ▪ Practice grade-level grammar, usage, conventions, and spelling. For example, demonstrate how to use apostrophes to form possessives and contractions; use collective nouns, irregular plural nouns, and reflexive pronouns; and spell different words by generalizing patterns. (RF.2.3b, L.2.1a-d, L.2.2c-d) ▪ Demonstrate how to write and punctuate a letter, and write complete sentences expanding the letter by using adjectives and/or adverbs. (L.2.1e-f, L.2.2b) ▪ Model the use of a word display. Have students spell the words aloud as they are being written. (RF.2.3b, e; L.2.2d-e; L.2.6) ▪ Read the letter aloud and ask for suggestions from students to improve the response, revising it as necessary. (W.2.5; SL.2.1a, b, c) o When the writing is complete, point to the words and read the letter aloud simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b) o Have students study the letter. Ask them to identify words with inconsistent but common spelling-sound

[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	correspondences, identify collective and irregular plural nouns, and verify the correct verb tense and use of adjectives or adverbs. (RF.2.3e; L.2.1a, b, d, e) • Independent Writing: Have students independently write their own letter to the other character not completed in shared writing. (W.2.1, W.2.8) o Have students adopt the point of view of either character and express their "opinion" as that character. (RL.2.1, RL.2.2, RL.2.3, RL.2.6) o Ensure that students supply reasons to support their "opinion," use linking words, and provide a conclusion. o Place students into pairs and have them swap their letters. o Ask each partner to compare the writing against the model, checking for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[30] or refer students to a proofreading anchor chart[31] as necessary. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time.
LESSON 5: "The Cyclone," "The Council with the Munchkins,""How the Balloon Was Launched," "Glinda the Good Witch Grants Dorothy's Wish," and "Home Again" from *The Wonderful Wizard of Oz*, L. Frank Baum	**TEXT DESCRIPTION:** This text, similar to *The Best Place* and "Your World," describes Dorothy, who longs to explore the world outside of dreary Kansas; that is, until she is transported to another place and begins to understand the true meaning of home—a place where you belong. **TEXT FOCUS:** This text presents a plot similar to that of *The Best Place*. This is a complex text, which is best read aloud. **MODEL TASKS** **LESSON OVERVIEW:** Students work with vocabulary and participate in several class discussions. Students listen to and then read the text multiple times over the course of the lesson. In the end, students write a response about how the lesson Dorothy learns is similar to or different from the lessons learned by the wolf in *The Best Place*. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud the excerpts from *The Wonderful Wizard of Oz*.

[30] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[31] https://www.pinterest.com/sweney/writing-anchor-charts/

TEXT SEQUENCE	TEXT USE
	• Word Work: Continue building a vocabulary display[32] that students can rely on in their writing. (L.2.6) o Divide the class into groups of two to four students. o Provide each group with specific sentences and/or paragraphs from the excerpts read aloud and a graphic organizer that has four columns: (1) Word, (2) What it modifies, (3) Definition, (4) Illustration. o Ask the groups to locate descriptive words (e.g., *rusty*, *mighty*, *great*, *small*, *merry*, *hard*, *sharp*, *very*, *loudly*, *furiously*) and write a word in each row of column one. o Have the groups identify what each word modifies or describes and fill in column two for each word. o Ask the groups to define the words using context clues and complete column three, then illustrate the phrases in column four. (RL.2.4, L.2.4a) o Have the groups review their chart and label the words as either adjective or adverb based on how each word functions in the sentence. (L.2.1e) o Ask each group to present their graphic organizers and discuss as a class the differences between adjectives and adverbs. (SL.2.6) o Reinforce the vocabulary for students to practice independently. For example, students could create an additional visual representation of one of the words and provide a complete sentence caption using the word. Display those words for students to use when they write. (SL.2.5, L.2.1e-f, L.2.6) o Display the words from *The Wonderful Wizard of Oz* for students to use when they write. • Second Reading: Read aloud the excerpts from *The Wonderful Wizard of Oz*. • Class Discussion: As a class, ask and answer questions about *The Wonderful Wizard of Oz* so students can demonstrate understanding of key details. Display or project the sections of the text that are referenced in the questions. Encourage students to ask questions by providing question stems or conversation starters[33] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for *The Wonderful Wizard of Oz*: o What events happen that remove Dorothy from Kansas? How does she end up back in Kansas? (RL.2.1, RL.2.2, RL.2.5, RL.2.7)

[32] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Why does Dorothy want to return to Kansas? (RL.2.1, RL.2.2, RL.2.3, RL.2.7) ○ What does Dorothy originally think of Oz? How do her feelings change by the end of the story? (RL.2.1, RL.2.3, RL.2.7) • Third Reading: Provide students with a copy of "The Cyclone," "Glinda the Good Witch Grants Dorothy's Wish," and "Home Again". Read aloud "The Cyclone" as students follow along. Then read the last two excerpts aloud as students read chorally.[34] Allow proficient readers in the class to be the leaders while reading the text. • Fourth Reading: Reread the text aloud as students follow along. Do not read aloud the dialogue; rather, have students read the dialogue aloud—either ask the class to acknowledge the different characters by reading in a different voice for each character, or assign different groups of students a different character to read aloud. (RL.2.6, RF.2.4b) • **Note for Small-Group Reading:** Engage students who need additional help reading fluently with additional readings of the dialogue in *The Wonderful Wizard of Oz* before the text is read in class. (A rubric for assessing reading fluency is available here.[35]) This will provide extra time for students to practice and receive additional support, which can help students be more prepared to participate in the whole-class read-along. Tasks such as Copy Cat![36] Chunk It Up,[37] Practice and Read,[38] and Fluent Phrasing[39] can help students practice reading the excerpts from *The Wizard of Oz* with accuracy and expression. (RF.2.4b) • Word Work: Continue adding words to the House/Home Chart begun in Lesson 2. Ensure that students keep their own individual copy in a reading log or journal. ○ Ask students to add words or phrases from *The Wonderful Wizard of Oz* that describe Dorothy's house and home. ○ Ask students, "Why does Dorothy say 'I'm so glad to be at home again' rather than 'I'm so glad to be at the house again'? Which word would you use?" (L.2.4a, L.2.5a) ○ Add words and phrases to the chart that refine student understanding of each word. (L.2.6)

[34] http://www.fcrr.org/studentactivities/F_023b.pdf
[35] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[36] http://www.fcrr.org/studentactivities/F_027b.pdf
[37] http://www.fcrr.org/studentactivities/F_013c.pdf
[38] http://www.fcrr.org/studentactivities/F_014c.pdf
[39] http://www.fcrr.org/studentactivities/F_012b.pdf

TEXT SEQUENCE	TEXT USE
	• Class Discussion: As a class, ask and answer questions about *The Wonderful Wizard of Oz* so students can demonstrate understanding of key details. Display or project the sections of the text that are referenced in the questions. Encourage students to ask questions by providing question stems or conversation starters[40] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions for *The Wonderful Wizard of Oz*: o What is a lesson that Dorothy learns? How does she learn this lesson? (RL.2.1, RL.2.2, RL.2.3, RL.2.7) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students independently write a paragraph in response to the following question: How is the lesson that Dorothy learns similar to the lesson that the wolf learns in *The Best Place*? (W.2.1) o Ensure that students identify lessons in each text, state an opinion about how they are similar, provide reasons to support their opinion, use linking words, and provide a conclusion. o Place students into pairs and have them swap their writing. o Ask each partner to check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[41] or refer students to a proofreading anchor chart[42] as necessary. (W.2.5; SL.2.1a; L.2.1a-b, d-f; L.2.2c-e) o **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time.
LESSON 6: *Fly Away Home*, Eve Bunting *The Best Place*, Susan Meddaugh	**TEXT DESCRIPTION:** This text explores the meaning of home from a completely different perspective. While the little boy and his dad are technically *homeless* and live in an airport, they are arguably able to build a home that is defined by the people, not the place. (Unit Focus #1 and #2) **TEXT FOCUS:** *Fly Away Home* is a grade-level text that contains layers of meaning. It requires reading and rereading to determine meaning.

[40] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[41] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[42] https://www.pinterest.com/sweney/writing-anchor-charts/

TEXT SEQUENCE	TEXT USE
	MODEL TASKS **LESSON OVERVIEW:** Students read and summarize *Fly Away Home*. They engage in a class discussion and work with vocabulary. Lastly, students participate in shared and then independent writing comparing themes across texts. **READ AND UNDERSTAND THE TEXT:** • First Reading: Divide the class into groups. Have each group read the text. (RL.2.10) • Student Practice: Have each group recount the events in *Fly Away Home*. (RL.2.2) o Have a group begin the retelling, then move to the next group and have them pick up where the first group stopped. o Continue this until the full story has been recounted. o Have each group complete a Somebody-Wanted-But-So chart in their reading log or journal to summarize *Fly Away Home*.

Somebody	Wanted	But	So	Then (optional)
A little boy and his dad	A home	They lived in an airport and didn't have a house	The dad tries to save money, and he and his son make do with what they have and hope for a house	

• Group Discussion: Have students ask and answer questions in groups about *Fly Away Home*. (SL.2.1a-c, SL.2.2) Sample questions for *Fly Away Home*: o Why do the dad and the little boy not want to be noticed? How do they try to stay unnoticed? (RL.2.1, RL.2.7) o Why is the bird important to the little boy? (RL.2.1, RL.2.3, RL.2.6, RL.2.7) o From whose point of view is this story told? How do you know what other characters are thinking or feeling? (RL.2.1, RL.2.6)

TEXT SEQUENCE	TEXT USE
	• Second Reading: Ask each group to reread the text. (RL.2.10, RF.2.4a, c) • Word Work: Continue building a vocabulary display[43] that students can rely on in their writing. (L.2.6) o Have students identify in context the past tense forms of irregular verbs (e.g., *caught/to catch*, *wore/to wear*, *flew/to fly*) in *Fly Away Home*. (L.2.1d) Discuss the various forms of these words, then add them to the display. o Ask students to identify the meaning of *careful* and *noticeable* based on their root words and discuss how they are used in a sentence (i.e., that they modify/describe nouns). (L.2.4a, c) o Continue to discuss the idea of "shades of meaning" with students. This began in Lesson 4. (L.2.5b) o Ask students to identify verbs and adjectives from the text (e.g., *bellowing*, *roar*, *glide*, *hollow*, *perched*, *delayed*, *stingy*, *slipped*, *dangerous*). o Have students select one word, use context clues to define the word, and identify two related words. (L.2.4a, c) o In a short written paragraph (two or three sentences), have students explain what the selected word means and describe how the three words relate. (L.2.5a-b) o Display these words for students to use when they write. • Third Reading: Ask students to reread the text independently within each group. (RL.2.10, RF.2.4a, c) • Group Discussion: Have students ask and answer questions in groups about *Fly Away Home*. Sample questions for *Fly Away Home*: o How do the dad and the little boy belong in the airport? (RL.2.1, RL.2.3, RL.2.7, L.2.1a) o What are some challenges that the dad and the little boy encounter? How do they respond? (RL.2.1, RL.2.3, RL.2.7) o Select one of the following quotations and explain what it means. (RL.2.1, RL.2.7) ▪ "Not to be noticed is to look like nobody at all." ▪ "Everyone's going somewhere except Dad and me. We stay." ▪ "'Don't stop trying,' I told it silently. 'Don't! You can get out!'" ▪ "Nothing made me as happy as that bird."

[43] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ "Then I remembered the bird. It took a while, but a door opened. And when the bird left, when it flew free, I know it was singing." o What is the message of *Fly Away Home*? (RL.2.1, RL.2.2) • Word Work: Continue adding words to the House/Home Chart begun in Lesson 2. o Add the word *homeless* and any additional words or phrases students feel belong on the chart based on the text and/or their real-life connections to the words (e.g., a place you live [house], a place where you belong [home], find shelter [house], find comfort [home]). (L.2.4a, d; L.2.5a; L.2.6) o Have students review the words on the House/Home Chart. o Reflecting on all the texts read in the unit, ask students to categorize the words and phrases on the chart. Which words are places (nouns)? Which ones are descriptive (adjectives)? o Examine the trends among the words (e.g., *house* often refers to places while *home* refers to places and has more feeling) to refine student understanding of each word: What is a *house*? What is a *home*? How are these two words used differently, and how do they have different meanings? (L.2.1e; L.2.4a, d; L.2.5a; L.2.6) • Fourth Reading: Ask students to reread the text independently within each group. (RL.2.10, RF.2.4a, c) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[44] exercise in which students compare and contrast the wolf in *The Best Place* to the dad and the little boy in *Fly Away Home*. What does each, want and how does each respond to challenges that get in the way? (W.2.2, W.2.5, W.2.7, SL.2.1a, L.2.6) o Begin the shared writing exercise by modeling brainstorming and prewriting. Create a graphic organizer to compare and contrast the characters and locate examples to use in the writing. (RL.2.1, RL.2.2, RL.2.3, RL.2.7) o Use information from the graphic organizer to compose the first part of a paragraph that compares the characters in each text. Use a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) o Practice grade-level grammar, usage, conventions, and spelling. (RF.2.3b, L.2.1a-f, L.2.2c-d) o Model the use of a word display. Have students spell the words aloud as they are being written. (RF.2.3b, e;

[44] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	L.2.2d-e; L.2.6) • Independent Writing: Have students independently complete the paragraph begun during shared writing. o Ask students to work with a peer to revise their writing, focusing on expanding complete sentences by using adjectives and/or adverbs. Have each partner check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[45] or refer students to a proofreading anchor chart[46] as necessary. (W.2.5; SL.2.1a; L.2.1a-b, d-f; L.2.2c-e) o **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. • Class Discussion: Have students discuss in a Socratic seminar[47] their answers to the following question: Does the little boy have a home? Why or why not? (RL.2.1, RL.2.2, RL.2.7, SL.2.1a-c, SL.2.6, L.2.6) Encourage students to ask questions by providing question stems or conversation starters[48] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2)
LESSON 7: *The Best Place*, Susan Meddaugh	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 8: *The Treasure*, Uri Shulevitz or "Our New Old House," ReadWorks.org	**TEXT DESCRIPTION:** Either text is sufficiently complex for grade 2 students. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Assessment

[45] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[46] https://www.pinterest.com/sweney/writing-anchor-charts/
[47] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[48] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 9: *My House Has Stars*, Megan McDonald "Vietnam," "Yemen," "Brazil," "Japan," "Philippines," and "United States" from *Children from Australia to Zimbabwe: A Photographic Journey around the World*, Maya Ajmera and Anna Rhesa Versola "Pueblos" from *If You Lived Here: Houses of the World*, Giles Laroche	**TEXT DESCRIPTION:** *My House Has Stars* highlights what is common among houses around the world. Even though the houses and people might look different, we share Earth in common. *Children from Australia to Zimbabwe* highlights the similarities and differences among the lives of children around the world. **TEXT FOCUS:** Both texts focus on what is considered a house or home around the world based on the different lives and cultures of the people who live there. These texts connect to the unit focus and help students further define the differences between a house and home. They serve as a good extension to the unit, as these texts ask students to think beyond their own houses, neighborhoods, and communities to see different perspectives of people all over the world. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to all texts being read aloud. They ask and answer questions about all texts, and then engage in the extension task. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud *My House Has Stars* by Megan McDonald. • Class Discussion: Ask students questions so they can demonstrate understanding of the key details of the text. Have students: o Identify the speaker in each entry and explain how they know who the speaker is (RL.2.1, RL.2.6) o Describe the information and details[49] the illustrations and the text provide about each child and house (RL.2.1, RL.2.7) o Explain the meaning of the title and repeated line, "My house has stars" (RL.2.1, RL.2.4) o Determine the message of the text (RL.2.1, RL.2.2, RL.2.4) o Review the House/Home Chart and consider whether it is possible for people to have different houses but similar homes • First Reading: Read aloud "Vietnam" and "Yemen" from *Children from Australia to Zimbabwe*. • Class Discussion: Ask students questions so they can demonstrate understanding of the key details of the text. Have students: o Determine the author's main purpose for writing the text (RI.2.1, RI.2.6)

[49] http://rwtverio.ncte.org/lesson_images/lesson306/stars-sample.pdf

TEXT SEQUENCE	TEXT USE
	o Identify the information the images on each page provide and explain how the illustrations support the written information for each country (RI.2.1, RI.2.2, RI.2.7) o Provide a specific example from an illustration and explain how it contributes to the text (RI.2.1, RI.2.7) o Answer questions: What information in the excerpts is supported by information in *If You Lived Here*? What information in *Children from Australia to Zimbabwe* is new? (RI.2.1, RI.2.9) o Expand and/or rearrange complete simple and compound sentences from *My House Has Stars,* incorporating adjectives and adverbs (L.2.1e, f; L.2.6) • Student Practice: Divide the class into groups. Assign each group a different excerpt from *My House Has Stars* that matches an excerpt from *Children from Australia to Zimbabwe* or *If You Lived Here* (Sergio = Brazil, Mariko = Japan, Carmen = the Philippines, Chili = "Pueblos," Mattie = United States). (SL.2.1a) o Have students work in their group to compare and contrast the points presented in *My House Has Stars* with the matching text (similar to the model with "Vietnam" and "Yemen"), using text features to locate information. Provide prompting questions[50] as needed. (RL.2.1, RI.2.1, RI.2.3, RI.2.5, W.2.7, W.2.8) o Have each group present the information to the class. (SL.2.6) o While listening to the presentations, ask students in the audience to take notes and record insights gained about each country and its houses. As needed, support students in taking notes by providing them with a graphic organizer. (SL.2.2) o Discuss what is common among the various countries. (RI.2.9) o After each presentation, have the audience ask questions about the presentation to gather additional information and/or clarify or deepen their understanding of houses around the world. (SL.2.1b, c; SL.2.3) **SAMPLE SUMMATIVE TASK:** Extension Task

[50] http://rwtverio.ncte.org/lesson_images/lesson306/stars-sample.pdf

UNIT: "THIRSTY PLANET"

ANCHOR TEXT[1]

"Thirsty Planet," Beth Geiger, from the October 2010 edition of *National Geographic Explorer*, Pathfinder Edition (pages 18-23)

RELATED TEXTS

Literary Texts (Fiction)

- *The Raft,* Jim LaMarche
- *A Drop around the World,* Barbara McKinney

Informational Texts (Nonfiction)

- *A Drop of Water: A Book of Science and Wonder,* Walter Wick
- "The Water Cycle" from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand[2] (pages 115-118 of the *Read-Aloud Anthology*)
- *One Well: The Story of Water on Earth,* Rochelle Strauss and Rosemary Woods
- *Down Comes the Rain,* Franklyn Branley

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "River Song"[3] from *We All Live Downstream*, Banana Slug String Band

UNIT FOCUS

Students learn about the water cycle and the role of water in nature. Through various descriptions of water's journey throughout the world and the lives that depend on it for survival, students come to appreciate the importance of water and the need to maintain its sustainability for generations to come. This set connects to science.

Text Use: Vocabulary and sentence structure, using informational texts to verify what is real or imaginary in literary texts, comparing and contrasting the experiences of characters across texts

Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Reading Foundational Skills:[4] RF.2.3a-f; RF.2.4a-c

Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language: L.2.1a-f; L.2.2a, c-e; L.2.4a-e; L.2.5a-b; L.2.6

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Pages 390-406: Text Sequence and Sample Whole-Class Tasks

[1] Some texts, questions, and tasks in this unit are originally included in—and in some cases adapted from—the Core Knowledge Grade 2 Domain 12 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available here.

[2] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

[3] http://bananaslugs.bandcamp.com/track/river-song

[4] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

"Thirsty Planet" Unit Overview

Unit Focus

- **Topics:** The water cycle and the role of water in nature
- **Theme:** The importance of water for sustaining life on Earth
- **Text Use:** Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text

Summative Unit Assessments

A culminating writing task:

- Demonstrate an understanding of the water cycle and its effects on Earth
- Write an explanatory response

A cold-read task:

- Understand grade-level texts
- Write in response to texts

An extension task:

- Conduct shared research
- Write an informative paragraph

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *A Drop of Water: A Book of Science and Wonder* (sample tasks)
- Lesson 2: "The Water Cycle" and *A Drop of Water* (sample tasks)
- Lesson 3: *A Drop around the World* (sample tasks)
- Lesson 4: "Thirsty Planet" (sample tasks)
- Lesson 5: *The Raft* and "River Song" (sample tasks)
- Lesson 6: "Thirsty Planet" and *One Well: The Story of Water on Earth*
- Lesson 7: *Down Comes the Rain* (cold-read task)
- Lesson 8: All texts from this unit (culminating writing task)
- Lesson 9: All texts from this unit (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[5]

Have students respond to the following prompt: "Describe the process of the water cycle. List each step of the cycle and describe how each step is connected to the one before it and the one after it. Then, explain why water is needed to sustain life on Earth." (RI.2.1, RI.2.2, RI.2.3, W.2.8)

Teacher Notes:

- *Students are asked to describe the connections between the stages of the water cycle and to explain why water is essential for sustaining life. They should write two paragraphs. In the first paragraph, students should introduce the topic, use facts and definitions to explain each step of the water cycle, and provide a concluding statement or section. Students should then write a second paragraph to explain why water is needed to sustain life on Earth. (W.2.2)*
- *Prompt students to use notes from the unit, specifically the notes from Lessons 2 and 3. (W.2.8)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and simple and compound sentences. Students should consult a beginning dictionary to check and correct spelling. (L.2.1a, b, c, d, e, f; L.2.2e) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.2c-d)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics:** The water cycle and the role of water in nature • **Theme:** The importance of water for sustaining life on Earth • **Text Use:** Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text	This task assesses: • Demonstrating an understanding of the water cycle and its effects on Earth • Writing an explanatory response	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) **Express understanding of text:** • Lesson 8 (use this task)

[5] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[6]

Have students independently read *Down Comes the Rain* by Franklyn Branley. (RI.2.10; RF.2.4a, c) Then ask them to independently read and answer in writing a combination of multiple-choice and constructed-response questions[7] about the text. Sample questions:

1. Read page 23. Describe the connection between water vapor and ice drops. (RI.2.1; RI.2.3; W.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
2. Read pages 24 and 25. Look at the illustrations. Explain how this diagram helps the reader to understand what happens to water when it freezes in the air. (RI.2.1; RI.2.7; W.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
3. Read pages 27 and 28. Identify the main focus of page 28. (RI.2.1, RI.2.2)
4. Identify the main purpose of the text. What does the author want to explain? (RI.2.1; RI.2.6; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics:** The water cycle and the role of water in nature • **Theme:** The importance of water for sustaining life on Earth • **Text Use:** Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text	This task focuses on: • Understanding grade-level texts • Writing in response to texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) **Express understanding of text:** • Lesson 7 (use this task)

[6] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK[8]

Have students write an essay in which they explain the ways we can conserve water.[9]

1. Students reread sections in *One Well* and "Thirsty Planet" and take notes on conserving water. (Lesson 6)
2. Have students respond to the following prompt in writing: "What can you do to save water?" (RI.2.1, RI.2.2, W.2.2**) (Lesson 7)**
3. Prompt students to introduce the topic they are writing about, clearly answer the question, provide examples from their notes and texts, "wrap up" the essay with a concluding sentence, spell words correctly, and use capitals, periods, and question marks. (L.2.2a, d, e)
4. Prompt students to use words from the vocabulary display as needed to help with writing. (L.2.6)
5. Ask students to share their written response with a partner to evaluate the detail. Ask them: "Do you agree or disagree with your partner's explanation? Why? What can be edited to clarify their work?" (SL.2.1c)
6. Have students create a final draft of the essay. If time allows, help students publish their entries using technology. (W.2.6)
7. Then ask students to finish their written response by drawing an illustration that supports their writing. (SL.2.5)
8. Access grade 2 student samples of on-demand writing for this prompt here.[10]

Teacher Notes:

- *If needed, provide students with additional resources to learn ways to conserve water. These resources are available through http://achievethecore.org/file/1046.*
- *Students are asked to explain various ways to conserve water based on texts read in the unit. They are asked to write an informative paragraph using facts to develop their points. (W.2.2)*
- *The completed writing should use words from the word display. (L.2.6) Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d; L.2.2a, c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*

[8] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[9] This writing prompt is adapted from a Common Core Informative/Explanatory Writing resource at http://achievethecore.org/file/1046.

[10] http://achievethecore.org/file/968

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics:** The water cycle and the role of water in nature • **Theme:** The importance of water for sustaining life on Earth • **Text Use:** Vocabulary and sentence structure, using informational texts to describe the connection between a series of scientific concepts in a text, explaining how specific images contribute to the meaning of a text	This task focuses on: • Conducting shared research • Writing an informative paragraph	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) **Express understanding of text:** • Lesson 6 (sample tasks included) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[11] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

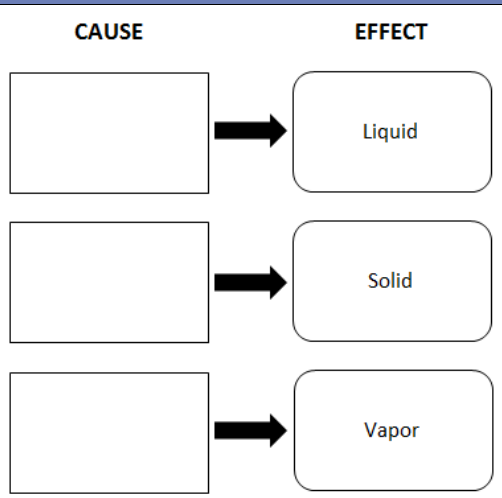
TEXT SEQUENCE	TEXT USE
LESSON 1:[12] *A Drop of Water: A Book of Science and Wonder,* Walter Wick	**TEXT DESCRIPTION:** *A Drop of Water: A Book of Science and Wonder* provides photographs of water in different forms (drops, snowflakes, etc.) and explanations of the photographs. **TEXT FOCUS:** *A Drop of Water* will be used to introduce unit vocabulary and the stages of the water cycle. This text will be referenced and read aloud throughout the unit to support the related texts being read.[13] **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *A Drop of Water: A Book of Science and Wonder,* focusing on vocabulary and states of matter. Students write an informative paragraph describing the process of change in water from solid to liquid to vapor. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud pages 6-13 of *A Drop of Water: A Book of Science and Wonder* with minimal interruptions. Project the images for students to view while listening to the text. • Word Work: Build a vocabulary display[14] throughout the unit that students can rely on in their writing. (L.2.6) o Reread page 7 and prompt students to use context clues to find the meaning of the words *droplet* and *molecules*. ▪ Ask students: "What is a water droplet made of? What words does the author use to describe molecules?" (RI.2.1, RI.2.4, L.2.4a) ▪ Discuss the meaning of the words *elongate*, *cling*, *tension*, *stretch*, *shrink*, and *elastic* in relation to water. Ask students to demonstrate the actions of water droplets using these words. (L.2.5b) ▪ Have students work in pairs to create a semantic map[15] or concept map[16] that visually illustrates the connections between the meaning of the words and their word families (e.g., *tense* and *tension*). (RI.2.3, L.2.4c) As part of their mapping, prompt students to add real-life connections between the words and how they are used. (L.2.5a) Display the words for students to use when they write. ▪ Have students record all word work, notes, question responses, and writing from this unit in an ongoing

[12] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[13] Portions of the lesson for *A Drop of Water: A Book of Science and Wonder* are taken or adapted from a lesson produced for the Read-Aloud Project.
[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[16] http://www.timrasinski.com/presentations/Concept%20Map.pdf or http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map

TEXT SEQUENCE	TEXT USE
	journal called the Water Log. ▪ **Note for Small-Group Instruction:** Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed here[17] and here.[18] • Second Reading: Read aloud pages 14-37 of *A Drop of Water: A Book of Science and Wonder* with minimal interruptions. Project the images for students to view while listening to the text. o Reread pages 24-25 "Condensation and Evaporation vs. Condensation." Prompt students to use context clues to determine the meaning of the words *condensation* and *evaporation*. (RI.2.4, L.2.4a) Sample questions: ▪ Ask students: "Look at the pictures on pages 24-25. What does the author mean when he says, 'The molecules *accumulate*'? How did the water droplets *accumulate* on the table? (i.e., How did the water gather?)" (RI.2.1, RI.2.7) Add *accumulate* to the vocabulary display. ▪ "When the water *evaporates*, does it disappear as the author says? What happens to the water?" Facilitate a discussion focusing on the fact that when liquid water "disappears," it doesn't actually stop existing—it still exists as water vapor. It is in a different *state*. Add *evaporates* and *state* to the vocabulary display. • Class Discussion: Lead a discussion in which students ask and answer questions to determine what causes the change in water molecules from solid to liquid to vapor. o Encourage students to ask questions by providing question stems or conversation starters[19] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.6) o Focus the discussion on using vocabulary from the text. Prompt students to refer to key details and illustrations to support their answers. (RI.2.1, RI.2.2, RI.2.4, RI.2.7) ▪ Reread paragraph 2 on page 21. Then ask students, "What causes the water molecules to change to a liquid?" ▪ Reread paragraph 1 on page 21. Then ask students, "What causes the water molecules to change to a solid?" ▪ Reread pages 22-23. Then ask students, "What causes the water molecules to change to a gas/vapor?" ▪ As students answer the questions above, create a class chart that illustrates the cause-and-effect relationships. Have students create their own cause-and-effect chart[20] to plan in their Water Log.

[17] http://www.timrasinski.com/presentations/vocabulary_presentation.pdf
[18] http://www.timrasinski.com/presentations/word_ladders_1-3.pdf
[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE



- **Teacher Note:** This lesson can be extended to demonstrate the various states of water for students. This can be done as part of a science experiment.

EXPRESS UNDERSTANDING:

- Student Practice: Divide the class into pairs and have students create a three-column chart in their Water Log labeled "Liquid," "Solid," and "Vapor." Have students organize the vocabulary on the display into the three categories based on the words that relate to the various categories (some words belong in multiple categories). Encourage students to add words they know relate to the various categories that are not on the vocabulary display. (RI.2.4, L.2.6) For example:

Liquid	Solid	Vapor
droplets	ice	molecule
dew	frost	evaporation
molecule	snowflake	humidity
condensation	ice crystals	cloud
precipitation	molecule	gas

[20] http://rachaelsolle.wikispaces.com/file/view/cause-effect2.gif/273981196/cause-effect2.gif

TEXT SEQUENCE	TEXT USE
	• Independent Writing: Have students work in small groups to respond to the following prompt: "How does water change? Provide an illustration to support your written response." (RI.2.1, RI.2.2, RI.2.3, W.2.2, SL.2.5, L.2.6) o Prompt students to introduce the topic they are writing about and clearly answer the question, using vocabulary from the text and proper usage, punctuation, and spelling. (L.2.1a, d-f; L.2.2c-e; L.2.6) o **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 2: "The Water Cycle" from Domain 6 of the Grade 2 Core Knowledge Listening and Learning Strand (Pages 115-118 of the *Read-Aloud Anthology*)[21] *A Drop of Water,* Walter Wick (Read Aloud)	**TEXT DESCRIPTION:** "The Water Cycle" explains that water on Earth goes through the water cycle. The text explains why water is important to sustainability of Earth. **TEXT FOCUS:** This text reinforces vocabulary from the previously read texts (e.g., *evaporation, condensation, precipitation, water vapor*). Students will listen to the text read aloud and respond to questions to demonstrate their understanding of the text. **MODEL TASKS** **LESSON OVERVIEW:** Students will listen to several readings of "The Water Cycle," participating in word work and class discussions to deepen their understating of the phases of the water cycle. *A Drop of Water* is used to reinforce the content being covered and to allow for opportunities to compare and contrast information from two different texts on the same topic. (RI.2.9) **READ AND UNDERSTAND THE TEXT:** • First Reading: Read "The Water Cycle" to the class. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Class Discussion: Ask students to review the classroom vocabulary display. Prompt students to locate words from the display they heard during the reading of "The Water Cycle." (RI.2.1, RI.2.4) o Reread aloud pages 22-26 of *A Drop of Water*. Display or project the images. o Ask students, "How are the identified words used similarly in 'The Water Cycle' and *A Drop of Water*? How might they be used differently? Are there any words, examples, or illustrations used in either text that better support your understanding of the ideas being discussed? Why are they better? What are the main points made in each text? How are those points similar and different between the two texts?" (RI.2.2, RI.2.8, RI.2.9, L.2.4a)

[21] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	• Second Reading: Ask students to create a numbered list in their Water Log with numbers 1-11. Reread "The Water Cycle" to the students. Stop when the text indicates to show a visual image and have students identify the focus of the section. (RI.2.1, RI.2.2) Then reread the section and have students identify one example or detail that supports the main focus identified and write the example or detail in their Water Log beside the main focus. (RI.2.8) • Word Work: Continue to build the vocabulary display throughout the unit. (L.2.6) o Prompt students to identify unknown words from word families (e.g., *natural*/*nature*, *existed*/*exist*/ *existence*, *survive*/*survival*, *precipitation*, *humid*/*humidity*, *regardless*, *extremely*) or those with related or multiple meanings (e.g., *source*, *states*, *matter*, *form*). o As a class, define the words in context (using illustrations when appropriate) and/or use known root words and individual words to determine the meaning of unknown and compound words. (RI.2.4; L.2.1e; L.2.4a, b, c, d) o Work with students to verify the meanings of the words. (L.2.4e) o Have students work in pairs to create a semantic map[22] or concept map[23] in their Water Log that visually illustrates the connections between the meaning of the words and their word families (e.g., *tense* and *tension*). (RI.2.3, L.2.4c) As part of their mapping, prompt students to add real-life connections between the words and how they are used. (L.2.5a) Display the words for students to use when they write. • Class Discussion: Facilitate a whole class-discussion in which students ask and answer questions to demonstrate their understanding of the text. (RI.2.1) Encourage students to ask questions by providing question stems or conversation starters[24] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.6) Use the following prompts: o "Identify the main topic of the text." (RI.2.2) o "What is the author explaining in this text? How do you know?" (RI.2.6, RI.2.8) o "Identify the three main phases of the water cycle. What is the connection between them?" (RI.2.3) • Third Reading: Project "The Water Cycle." Read the text aloud as students read chorally.[25] (RI.2.10)

[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[23] http://www.timrasinski.com/presentations/Concept%20Map.pdf or http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[25] http://www.fcrr.org/studentactivities/F_023b.pdf

TEXT SEQUENCE	TEXT USE
	• Student Practice: Ask students to continue categorizing the words on the vocabulary display into the three-column chart in their Water Log. Add words learned from "The Water Cycle." (RI.2.4, L.2.6) Then display an image of the water cycle[26] without labels. Read statements describing each step in the water cycle. Ask student volunteers point to the corresponding place on the diagram and provide the correct terminology. o Sample descriptions: ▪ "Point to the place where _____ (*evaporation*, *condensation*, or *precipitation*) occurs." ▪ "The water cools and changes from a vapor back into a liquid. Point to where this occurs. What is the name for this process?" (*condensation*) ▪ "Warmth changes liquid water into vapor. Point to where this occurs. What is the name for this process?" (*evaporation*) ▪ "Water droplets fall to the ground. Point to where this occurs. What is the name for this process?" (*precipitation*) ▪ "Point to where there is water vapor. What causes water to change into a vapor?" ▪ "Point to where there is liquid water. What causes water to become a liquid?" o Divide the class into small groups. Provide the groups with images that represent the phases of the water cycle. Ask the groups to sequence the images, and then discuss the stages of the water cycle using vocabulary from the texts. (RI.2.3, SL.2.1a-c, SL.2.2, SL.2.6, L.2.6) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[27] task in which students write the life story of a water drop. (W.2.3, W.2.7) o Respond to the prompt using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) o Use the water cycle display and images from the pair work to brainstorm the beginning, middle, and end of the story. Determine a name and description for the water drop. o Practice grade-level grammar, usage, conventions, and spelling. (RF.2.3b, L.2.1a-d, L.2.2c-d)

[26] http://response.restoration.noaa.gov/sites/default/files/images/donna.l.roberts/water_cycle_diagram.png?1317257332
[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o Demonstrate how to write complete sentences, expanding them by using adjectives and/or adverbs. (L.2.1e, f) o Model the use of a word display. Have students spell the words aloud as they write. (RF.2.3b, e; L.2.2d, e; L.2.6) o Read aloud the letter and ask for suggestions from students to improve the response, revising it as necessary. (W.2.5; SL.2.1a, b, c) o When the writing is complete, point to the words and read aloud the letter simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b) o Divide the class into small groups. Have each group create a dramatic interpretation of the class story, using visuals and props, and present it to the class. Each group should have a narrator read sections of the story aloud while the remaining group members act out the story. (SL.2.4, SL.2.5, SL.2.6) o While watching and listening to the presentations, ask students in the audience to take notes in their Water Log to record any insights about the phases of the water cycle they may gain from the presentations. (SL.2.2) o After each presentation, have the audience ask questions about the presentation to gather additional information and/or to clarify or deepen their understanding of the water cycle. (SL.2.1b, c; SL.2.3)
LESSON 3: *A Drop around the World,* Barbara McKinney	**TEXT DESCRIPTION:** *A Drop around the World* follows a single drop of water over time. The drop travels around the world and moves through different phases of the water cycle. **TEXT FOCUS:** Students will answer the question: What happens to a drop of water over time? Students will closely examine the vocabulary and use their notes to summarize the stages in the water cycle—evaporation, condensation, precipitation, and collection. **MODEL TASKS** **LESSON OVERVIEW:** Students will listen to the text read aloud with minimal interruptions. A second read will focus on the places that the drop of water travels over time. During a third read, students will document the drop and stage of the water cycle at each location. Finally, students will work in small groups to summarize a section of the text. All summaries will be displayed in the classroom. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud *A Drop around the World,* displaying the illustrations while reading. Read the text with minimal

TEXT SEQUENCE	TEXT USE
	interruptions. Stop only to provide word meanings or clarify when you know the majority of students are confused. • Word Work: Continue building a vocabulary display[28] that students can rely on in their writing. (L.2.6) o Display the words *evaporate* and *condensate*. Ask students to read the words aloud and describe the connection between these words and the water cycle. Then read sentences from *A Drop around the World* that contain *evaporation* and *condensation*. Display the words and ask students to read them aloud. (RF.2.3e, f) Discuss what makes *evaporation* and *condensation* different from *evaporate* and *condensate*. (L.2.4c) o Display or project the sentences with those words in them and discuss the meaning of the words based on their placement and function in the sentence. (L.2.4a) o Reread the excerpts from *A Drop around the World*, stopping on sentences with key vocabulary words (e.g., *collection, meandering, filtered, purified, quench, collides, hoisted, topples, seep, porous*). Ask questions about the words, focusing on using known words or roots as a clue to the meaning of the words. (L.2.4b, c) Then reread the sentences and/or paragraph and ask how the placement in the sentence verifies or refines the initial understanding of the meaning. (L.2.4a) o Place the words on the class vocabulary display and ask students to continue categorizing the words on the vocabulary display into the three-column chart in their Water Log. Add words learned from *A Drop around the World*. o Ask students what kind of text this is. Discuss how rhythm in the text is the result of regular beats and a rhyming pattern. Students should notice that rhythm and rhyme make the text more engaging and entertaining. (RL.2.4) o Encourage students to use the vocabulary words as they respond to text throughout the unit. (L.2.6) o **Teacher Note:** Understanding additional scientific concepts and vocabulary in *A Drop around the World* will likely require additional science instruction. • Second Reading: Display a world map and provide a blank copy to each student. Reread each page of the text. After reading each page, guide students in finding the location of the drop on their maps. Model for students how to mark the location for each page by using the displayed world map. • Class Discussion: Explain to students that even though this is a literary text (a poem), it provides accurate information about the water cycle. Facilitate a discussion in which students describe the connection between the places and events on each page and the stages of the water cycle. Sample questions include: o What phase does this text add to the water cycle that isn't included in "The Water Cycle"? (RI.2.9) What happens

[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>
during this phase? At what point does this phase occur in the cycle?

Use your understanding of the location of the African rainforest, as well as the images in the text on pages 10 and 11, to explain how drop moves through the water cycle on these two pages. (RL.2.1, RL.2.2, RL.2.7)
Describe the difference in the drop's journey on page 9 in the desert and on page 19 in the Pacific Ocean. (RL.2.1, RL.2.3)

Third Reading: Create an anchor chart[29] with large chart paper to be displayed in the front of the room. The chart paper should have three columns labeled: (1) Drop's Location in the World, (2) Drop's Location on the Page, and (3) What Stage? Read the text aloud. During reading, prompt students to complete the anchor chart. Guide students to refer back to the visual of the water cycle, if needed. (RL.2.1, RL.2.5) Sample anchor chart:

<table>
<tr><th>Drop's Location in the World</th><th>Drop's Location on the Page</th><th>What Stage?</th></tr>
<tr><td>Maine</td><td>In a cloud</td><td>Condensation</td></tr>
<tr><td>Southern Spain</td><td>Raining then bouncing off cape</td><td>Precipitation and Evaporation</td></tr>
<tr><td>Switzerland</td><td>Snowflake</td><td>Condensation, Precipitation, and Collection</td></tr>
<tr><td>Switzerland in April</td><td>Ice flow and flowing river</td><td>Collection</td></tr>
<tr><td>Lucerne</td><td>Manmade lake</td><td>Collection</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
EXPRESS UNDERSTANDING:

Independent Writing: Have students work in small groups to summarize one location of the drop. The summary should include the location of the drop, the stage of the water cycle, and an explanation of the stage of the water cycle. (W.2.2)

Divide the class into small groups and assign each group a particular section of A Drop around the World to read and write about.
Ask students to respond to the following prompt in writing: "Reread your assigned pages from A Drop around the World. Identify the location of the drop on the assigned pages. Use class notes to determine the stage of the water cycle that the drop is in and explain the stage using details from any text read in this unit." (RL.2.1, RL.2.2, RL.2.7, W.2.8)
Prompt students to use words from the word display as needed to help with writing. (L.2.6)

</td></tr>
</table>

[29] http://www.pinterest.com/living4another/science-anchor-charts/

TEXT SEQUENCE	TEXT USE
	o Have them finish their written response by drawing an illustration that supports their writing. (SL.2.5) o Ask students to share their written response with a partner to evaluate the detail. Ask students, "Do you agree or disagree with your partner's summary? Why? What can be edited to clarify their work?" (SL.2.1c) o **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 4: "Thirsty Planet," Beth Geiger, from the October 2010 edition of *National Geographic Explorer*, Pathfinder Edition (pages 18-23) (**Teacher Note:** Click on "Projectable Edition" at the link to access the text.)	**TEXT DESCRIPTION:** "Thirsty Planet" includes a quiz to evaluate student knowledge of water, a section that informs the reader of the challenges our world faces because humans can only access 1 percent of Earth's water, as well as a section for students to evaluate how much water they use. **TEXT FOCUS:** Students closely examine the vocabulary (RI.2.4, L.2.4a, L.2.5a, L.2.6) and identify the main topic as well as the focus of specific paragraphs within the text. (RI.2.2) Students will use various text features (captions, bold print, subheadings) to locate key facts or information efficiently. (RI.2.5) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to "Thirsty Planet" read aloud and study the vocabulary as the text is displayed or projected. Then, working with a partner, students will ask and answer questions about the text. (RI.2.1) Students will use their notes as part of a class discussion to identify the main topic of the text. (RI.2.2) Finally, students engage in a shared writing activity followed by independent writing in which they explain why humans need water to survive. (W.2.2a-e) **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Word Work: Continue to build a vocabulary display[30] that students can rely on in their writing. (L.2.6) o Project the text and ask students to locate and define in context vocabulary words related to the use and importance of water on Earth (e.g., *undrinkable*, *endless*, *quenching*, *habitats*, *conserve*, *recycled*). (RI.2.4, L.2.4a) Have students identify the various ways they determined the meaning of the words, including using context of knowledge of root words or affixes. (L.2.4b, c) o Prompt students to identify real-life connections between words and their use by using the words in another sentence. (L.2.1f, L.2.5a)

[30] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

Second Reading: Read the text and display the text features using a projection device or providing students with copies.
Class Discussion: Lead a discussion in which students ask and answer questions to demonstrate how using text features leads to understanding of the text. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.6)

Focus the discussion on using the text features to locate key facts and information. Prompt students to refer to key details and illustrations to support their answers. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6)

Ask students: “How does the caption under the picture help the reader to understand what is happening in the picture? Explain why the author put certain words in bold print. Explain why subheadings are helpful to the reader.”

As students provide answers, keep track of the key details of the text on a class graphic organizer or chart. Ask students to keep their own notes from the class discussion in their Water Log for reference throughout the unit.

<table>
<tr><th>Text Feature</th><th>Key Facts/Information</th></tr>
<tr><td>Captions</td><td></td></tr>
<tr><td>Bold Print</td><td>The author uses bold print to show the focus of the section.
The author uses bold print to show the reader what is important.</td></tr>
<tr><td>Subheadings</td><td></td></tr>
</table>

Guide students to use their notes to identify the focus of specific paragraphs in the text, as well as the main topic of the text. (RI.2.2)
Prompt students to compare and contrast the important points from “Thirsty Planet” with previous texts read. (RI.2.1, RI.2.9) Focus students on identifying vocabulary and concepts from previous texts that are supported or verified by “Thirsty Planet” and vocabulary and concepts that only appear in “Thirsty Planet.”

EXPRESS UNDERSTANDING:

Student Practice: Ask students to practice writing about the main the ideas from “Thirsty Planet” in their Water Log by expanding or rearranging the complete simple and compound sentences from the class graphic organizer. For example, students may write, “The author uses bold print in the first section to show the reader important vocabulary words about the water cycle.” (L.2.1f, L.2.6)

</td></tr>
<tr><td>LESSON 5:

The Raft, Jim LaMarche</td><td>TEXT DESCRIPTION: The Raft tells the story of a little boy whose experiences on the river open his world to unknown possibilities. “River Song” by Banana Slug String Band is a song whose lyrics tell the story of a river being born, the effects of weather on the river, and the movement of the river through the land.</td></tr>
</table>

TEXT SEQUENCE	TEXT USE

"River Song"[31] from *We All Live Downstream*, Banana Slug String Band	**TEXT FOCUS:** Students will explore how the river is used and the purposes that it serves for humans and animals that live in and around it.
	
	MODEL TASKS
	
	LESSON OVERVIEW: Students listen to *The Raft* read aloud and reread the text in pairs. Students identify the struggles that Nicky faced. Students identify how Nicky responds to the challenges that he faces throughout the story and how the river helps him to overcome the challenges. Students listen to the song and take notes on the movement of the river throughout the song. The class creates a graphic organizer to identify characteristics of the river and to describe the connection between the river and the water cycle. The class will participate in a discussion about the importance of the river to the animals that live in or near it. Lastly, students write a paragraph in which they give their opinion.
	
	READ AND UNDERSTAND THE TEXTS:
	
	• First Reading: Read aloud *The Raft* without interruption while students follow along with their own copy.
	• Second Reading: Divide the class into pairs. Have students partner read[32] the text. (RL.2.10; RF.2.4a, b, c)
	  o Conduct a class retelling of the text. Project an illustration and call on a pair to explain what point in the story the illustration depicts and how the illustration provides information about Nicky and the events of the text. (RL.2.1; RL.2.2; RL.2.7; SL.2.1a, c; SL.2.2)
	  ▪ Ask pairs to consider these questions: What does Nicky want? What is Nicky's problem? How does Nicky initially respond to the challenge of spending the summer with his grandmother? How does he respond at the end of the text? How do Nicky's views change as the summer progresses? What do these changes teach us about how we should act in a similar situation?" (RL.2.1, RL.2.2, RL.2.3)
	  o Following the retelling, ask students to write in their Water Log an initial statement of the message or lesson of *The Raft* and a single reason why. As needed, provide students with an answer frame[33] to support them in writing framing their ideas (e.g., "A lesson of *The Raft* is _____. I know this because _____.").
	• Word Work: Continue building a vocabulary display.[34] (L.2.6) Select specific sentences, paragraphs, or pages for students to reread based on the selected vocabulary. Have students independently reread the sections and note any words or phrases that provide additional information about Nicky's feelings or the setting (e.g., *invisible, ancient, downstream*, *disgusted*,

[31] http://bananaslugs.bandcamp.com/track/river-song
[32] http://www.fcrr.org/studentactivities/F_022b.pdf
[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	scattered, *cluttered*). (RL.2.1, RL.2.3) Have students define the words in context or using other strategies, and write the words and their definitions in their Water Log. Ask them to verify the definitions using a dictionary. (L.2.4e) • Have students share their words and explain the strategies they used to determine their accurate meaning. (SL.2.1b, c; SL.2.4; SL.2.6; L.2.4a, c, d; L.2.5a) • Third Reading: Have students independently read the text. (RL.2.10, RF.2.4a, c) Prior to reading, prompt them as they are rereading to focus on Nicky's connection with the raft. How does the raft begin to change how Nicky feels about the summer? (RL.2.3) • Class Discussion: Guide a whole-class discussion for students to make connections within and across texts. o Ask students to describe how the story changes from the beginning to the end, including specific turning points. (RL.2.1, RL.2.2, RL.2.5) o Ask students: "What events occur while Nicky is on the raft?" (RL.2.2) o Prompt students to look more closely at the movement of the animals throughout the text and how they respond to and interact with Nicky. Also, ask students to consider the drawings on the raft: "Who created this raft? Who else could have had Nicky's experiences? What do these connections tell us about nature, water, and our interactions with each? How are these ideas reinforced in 'A Thirsty Planet'?" (RL.2.7) • Fourth Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading aloud sections of *The Raft* with accuracy and expression. (RL.2.10, RF.2.4b) • First Reading: Have students listen to the song and follow along with the lyrics. Facilitate a discussion in which students identify the changes to and uses of the river. Sample questions: o How did the river begin? (RI.2.1, RI.2.5) o What happens to the river in the "short days of winter"? (RI.2.1, RI.2.5) o What effect does the river have on the rock and granite beds? (RI.2.1, RI.2.5) o How is the river used by animals and insects? (RI.2.1, RI.2.5) o How is the river used by children and parents? (RI.2.1, RI.2.5) • Class Discussion: Create a class T-chart. One side should include characteristics of the river from either text; the other side should include explanations of how the characteristic is connected to the water cycle based on knowledge gained from the texts in the unit. (RI.2.1, RI.2.2, RI.2.3, W.K.8) Sample T-chart:

TEXT SEQUENCE	TEXT USE

Characteristics of the River	Connection to the Water Cycle
Forms from rain and snow	Precipitation leads to collection
Sustains life (feeds green meadows, animal habitat)	People, plants, and animals depend on 1 percent of available fresh water

- After completing the T-chart, guide students to understand that the river plays an important role in the water cycle. Key points to include in this discussion:
  - The river collects precipitation and moves it back to the ocean.
  - Rivers provide drinking water.
  - The Mississippi River is useful to the people of Louisiana.
  - Water is necessary to sustain life.

EXPRESS UNDERSTANDING:

- Independent Writing: Have students independently write a paragraph in their Water Log in response to the following prompt: "Why are rivers important? Provide examples from the texts read in the unit to support your answer." (W.2.1)
  - Ensure that students introduce a topic sentence, state an opinion about how rivers are important, provide reasons to support their opinion, use linking words, and provide a conclusion. (RL.2.2, RI.2.2, W.2.1)
  - Place students into pairs and have them swap their writing.
  - Ask each partner to check each other's work for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[35] or refer students to a proofreading anchor chart as necessary. (W.2.5; L.2.1a-b, d-f; L.2.2c-e)
- **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time.

[35] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf

TEXT SEQUENCE	TEXT USE
LESSON 6: "Thirsty Planet," Beth Geiger, from the October 2010 edition of *National Geographic Explorer*, Pathfinder Edition (pages 18-23) (**Teacher Note:** Click on "Projectable Edition" at the link to access the text.) *One Well: The Story of Water on Earth,* Rochelle Strauss and Rosemary Woods	**TEXT DESCRIPTION:** "Thirsty Planet" informs the reader of the challenges our world faces because humans can only access 1 percent of Earth's water, and contains a section in which students can evaluate how much water they use. *One Well: The Story of Water on Earth* describes the properties of water, the water cycle, and the impact of human neglect on Earth's clean water supply. **TEXT FOCUS:** Students reread "Thirsty Planet" to support their understanding of *One Well: The Story of Water on Earth,* which provides opportunities for students to understand a complex text with teacher support. Students will closely examine the vocabulary (RI.2.4, L.2.4a, L.2.5a, L.2.6) and describe how evidence supports specific points the author makes in the text. For example, ask students to describe the reasons that the author gives for the scarcity of the water supply on Earth. (RI.2.8) **MODEL TASKS** **LESSON OVERVIEW:** Students reread "Thirsty Planet" and then listen to *One Well: The Story of Water on Earth* read aloud as they focus on key vocabulary and supporting details in the text. Students conclude the lesson by writing an informative paragraph on water conservation. **READ AND UNDERSTAND THE TEXT:** • Third Reading: Prior to rereading "Thirsty Planet," ask students to consider why the author titled the article "Thirsty Planet." Then ask students to reread "Thirsty Planet" in pairs. (RI.2.10) Following the reading of the text, have the pairs write a paragraph in response to the following question: "Why might the author have named the article 'Thirsty Planet'?" Ensure that students provide details from the text to support their opinions. (RI.2.1; RI.2.2; RI.2.4; RI.2.8; W.K.1; W.K.5; L.2.1a-f; L.2.2a, c-e; L.2.6) • First Reading: Read *One Well: The Story of Water on Earth* to students. Only interrupt minimally to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage in the text. • Second Reading: Divide the class into pairs. Reread *One Well: The Story of Water on Earth* to the students. Stop after each section/chapter. Ask students to identify the focus of the section and the details the author uses to support specific points. (RI.2.2, RI.2.8) o Have each pair write the text title and main focus of each section in their Water Log. Then prompt the pairs to include one detail that supports each point. • Class Discussion: Facilitate a whole class-discussion in which students identify the main topic of each chapter (e.g., "The Water in the Well" or "Plants at the Well") in the text using their notes. (RI.2.2, SL.2.1a-c, SL.2.2, SL.2.6, L.2.6) o Possible questions include: ▪ What is this chapter about? (RI.2.2)

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

What is the author explaining in this chapter? (RI.2.6)
Identify at least two facts the author uses and describe how they support her points in this chapter. (RI.2.8)
Explain how the pictures on the pages help to explain the main idea of the chapter. (RI.2.7)

As students provide answers, keep track of the key details of each chapter on a class graphic organizer or chart, writing in complete sentences with appropriate capitalization and spelling. (RI.2.2; L.2.1f; L.2.2a, c, d) Ask students to keep their own notes from the class discussion in their Water Log. (RI.2.1, W.2.8) Sample chart:

<table>
<tr><th>What is the chapter title?</th><th>What is the main topic?</th><th>What is the author explaining?</th><th>What are two facts she uses?</th><th>How do the illustrations help?</th></tr>
<tr><td>One Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>The Water in the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Recycling Water in the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Plants at the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Animals at the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Watery Habitats</td><td></td><td></td><td></td><td></td></tr>
<tr><td>People at the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Freshwater in the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Access to the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Demands on the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Pollution in the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Saving the Water in the Well</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Becoming Well Aware</td><td></td><td></td><td></td><td></td></tr>
</table>

Compare and contrast the main points presented in One Well to the main points presented in “Thirsty Planet.” (RI.2.1, RI.2.9) Focus students on identifying vocabulary and concepts from “Thirsty Planet” that are supported or verified by One Well, as well as vocabulary and concepts that only appear in One Well.

EXPRESS UNDERSTANDING:

Independent Writing: Have students reread “Becoming Well Aware” at the end of One Well: The Story of Water on Earth and the last section of “Thirsty Planet.” Have students identify ways the authors suggest to conserve water and create a list in their Water Log. (RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10)

</td></tr>
<tr><td>LESSON 7:</td><td>TEXT DESCRIPTION: Down Comes the Rain offers an explanation of the water cycle, focusing on the role of rain. The illustrations and captions contribute to making this version of informational text kid-friendly.</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
Down Comes the Rain, Franklyn Branley	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 8: All texts from this unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 9: All texts from this unit	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

UNIT: *THE OX-CART MAN*

ANCHOR TEXT

The Ox-Cart Man, Donald Hall and Barbara Cooney (Literary)

RELATED TEXTS[1]

Literary Texts (Fiction)

- *The Stranger*, Chris Van Allsburg
- "From Farm to Market" from Domain 5 of the Grade K[2] Core Knowledge Listening and Learning Strand (Pages 95-97 of the Read-Aloud Anthology)[3]
- *County Fair (My First Little House)*, Laura Ingalls Wilder and Jody Wheeler
- *My Rows and Piles of Coins*, Tololwa Mollel
- *The Little House*, Virginia Lee Burton
- *The Kamishibai Man*, Allen Say
- *The Paper Crane*, Molly Bang

Informational Texts (Nonfiction)

- "The Seasons of Farming" from Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (Pages 85-88 of the Read-Aloud Anthology)
- *Who's Buying? Who's Selling?: Understanding Consumers and Producers*, Jennifer S. Larson

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *Window*, Jeannie Baker (Wordless Picture Book)

UNIT FOCUS

Students build their knowledge of the agricultural history of the US economy and how families make choices to meet their basic needs. Students come to understand how life changes over time and identify some of the causes of those changes. This unit connects to social studies.

Text Use: Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text

Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Reading Foundational Skills: RF.2.3a-f, RF.2.4a-c

Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6

Language: L.2.1a-f, L.2.2a-e, L.2.4a-e, L.2.5a-b, L.2.6

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Pages 409-413: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task

Page 414: Instructional Framework

Pages 415-432: Text Sequence and Sample Whole-Class Tasks

[1] Some of the texts, questions, and tasks are originally included in—and in some cases adapted from—the Core Knowledge Grade K Domain 5 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available at here.

[2] The two texts from the Core Knowledge Listening and Learning Strand are used for reading aloud in kindergarten, but are appropriate for independent reading in grade 2.

[3] To access the texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

The Ox-Cart Man Unit Overview

Unit Focus

- **Topics**: Agricultural history of the US economy and how families make choices to meet their basic needs
- **Themes**: How life changes over time and the causes of those changes
- **Text Use**: Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text

Summative Unit Assessments

A culminating writing task:

- Write in response to a text
- Use basic letter format (greeting and closing)

A cold-read task:

- Read and understand grade-level texts
- Understand academic vocabulary
- Write in response to texts

An extension task:

- Develop questions for use in interviews
- Conduct an interview to gather information
- Present a summary of research findings to the class

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *The Ox-Cart Man* (sample tasks)
- Lesson 2: "The Seasons of Farming" (sample tasks)
- Lesson 3: *The Stranger* (sample tasks)
- Lesson 4: "From Farm to Market" and *The Ox-Cart Man*
- Lesson 5: *Who's Buying? Who's Selling?: Understanding Consumers and Producers* (sample tasks)
- Lesson 6: *County Fair (My First Little House)*, Chapters 16-18 from *Charlotte's Web*, and *The Ox-Cart Man* (sample tasks)
- Lesson 7: *My Rows and Piles of Coins* (sample tasks)
- Lesson 8: *The Little House* (sample tasks)
- Lesson 9: *Window*
- Lesson 10: *The Kamishibai Man* (sample tasks)
- Lesson 11: *The Paper Crane* (cold-read task)
- Lesson 12: *The Ox-Cart Man* (culminating writing task)
- Lesson 13: Student-created questions (extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[4]

Have students respond to the following prompt: "Write a letter to the ox-cart man explaining to him how life has changed since he was alive. Use events from the story and current-day examples. Explain some of the causes for why life is different now. Make sure to use a proper greeting and closing."

Demonstrate command of proper grammar, usage, punctuation, and spelling, and use grade-appropriate words and phrases.

Teacher Notes:

- *Students are asked to identify what is the same and what is different between life now and the setting and events of* The Ox-Cart Man. *(RL.2.1, RL.2.2, RL.2.3, RL.2.7, W.2.2) They should include examples to support the differences they chose, and use a proper greeting and closing for the letter. (L.2.2b) The completed writing should use words from the word display. (L.2.6)*
- *Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d, L.2.2c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*
- *If time allows, help students publish their letters using technology. (W.2.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: Agricultural history of the US economy and how families make choices to meet their basic needs • **Themes**: How life changes over time and the causes of those changes • **Text Use**: Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text	This task assesses: • Writing in response to a text • Using basic letter format (greeting and closing)	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 10 (sample tasks included) **Express understanding of text:** • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 12 (use this task)

[4] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[5]

Have students independently read *The Paper Crane* by Molly Bang. (RI.2.10; RF.2.4a, c) Then ask them to independently read and answer in writing a combination of multiple-choice and constructed-response questions[6] about the text. Sample questions:

1. Complete the following chart to recount *The Paper Crane.* (RL.2.1, RL.2.2, RL.2.5, RL.2.7)

Somebody	Wanted	But	So	Then (optional)

2. Part A. What is the restaurant's problem or challenge? (RL.2.1, RL.2.7)
    a. A new restaurant is built that serves better food.
    b. A new highway is built, and customers stop coming.
    c. The owner is poor because he serves his food for free.
    d. The owner loses business because he refuses to change.

    Part B. How does the restaurant owner respond to the challenge? (RL.2.3; RL.2.7; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
3. The following is the description of the stranger when he comes to the restaurant: "His clothes were old and worn, but he had an unusual, gentle manner." How does the stranger have "an unusual, gentle manner"? (RL.2.1; RL.2.4; RL.2.7; W.2.1; L.2.1a, b, d, e, f; L.2.2c, d; L.2.4a, b; L.2.6)
4. Why does the owner cook for the stranger? (RL.2.1; RL.2.7; W.2.1; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
5. How does the stranger help the restaurant? (RL.2.1; RL.2.7; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
6. The text says the restaurant owner is ***overjoyed*** when the stranger returns to the restaurant. Select a sentence that uses the underlined word in the same way as *overjoyed*? (L.2.4a, d; L.2.5b; L.2.6)
    a. Caleb was **satisfied** when he completed his homework.

[5] Cold-Read Task: Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[6] Ensure that students have access to the complete texts as they are testing.

b. Roderick was **uneasy** at the thought of touching a spider.

c. Reagan was **jubilant** on the morning of her birthday party.

d. Ashley was **distraught** when she realized she lost the money.

7. Identify a lesson that is taught in this story. (RL.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: Agricultural history of the US economy and how families make choices to meet their basic needs • **Themes**: How life changes over time and the causes of those changes • **Text Use**: Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text	This task focuses on: • Reading and understanding grade-level texts • Understanding academic vocabulary • Writing in response to texts	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 9 • Lesson 10 (sample tasks included) **Express understanding of text:** • Lesson 8 (sample tasks included) • Lesson 12 (culminating writing task) • Lesson 13 (use this task)

EXTENSION TASK[7]

Have students interview an adult relative (e.g., parent, grandparent) about life when he or she grew up. Students should develop questions, conduct the interview, and then type the questions and answers to share with the class.

1. Divide the class into groups.
2. Ask each group to develop questions to ask an adult relative. (W.2.5; W.2.7; L.2.1a-f; L.2.2a, c-e; L.2.6) The questions should focus on learning more about life in previous decades. Sample questions:
    a. Where and when did you grow up?
    b. What did the place where you grew up look like?
    c. How has the place changed since you grew up?
    d. What were the best and worst things about the place where you grew up?
    e. How is life different now than it was then?
    f. What is one thing we have today that you didn't have growing up? Is that thing good or bad?
    g. What is one thing we have today that you wish you had when you were growing up?
3. Have students interview their adult relative using the questions developed in class. (SL.2.1a-c, SL.2.6)
4. Provide students time in class to type their questions and their relative's responses. (W.2.6)
5. Have students select one question and answer they think is most interesting or surprising.
6. Have them present who they interviewed and what they learned from the interview by reading the selected question and answer. (SL.2.4)
7. Allow the audience to ask questions or share similar insights. (SL.2.3)
8. Following all the presentations, conduct a class discussion in which students reflect on what they learned and how the lives of those they interviewed were similar and different. (SL.2.2)

[7] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topics**: Agricultural history of the US economy and how families make choices to meet their basic needs • **Themes**: How life changes over time and the causes of those changes • **Text Use**: Vocabulary and language development, determining a central message, understanding connections between ideas within and across texts, understanding how illustrations enhance written text	This task focuses on: • Developing questions for use in interviews • Conducting an interview to gather information • Presenting a summary of research findings to the class	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) **Express understanding of text:** • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 10 (sample tasks included) • Lesson 11 (use this task)

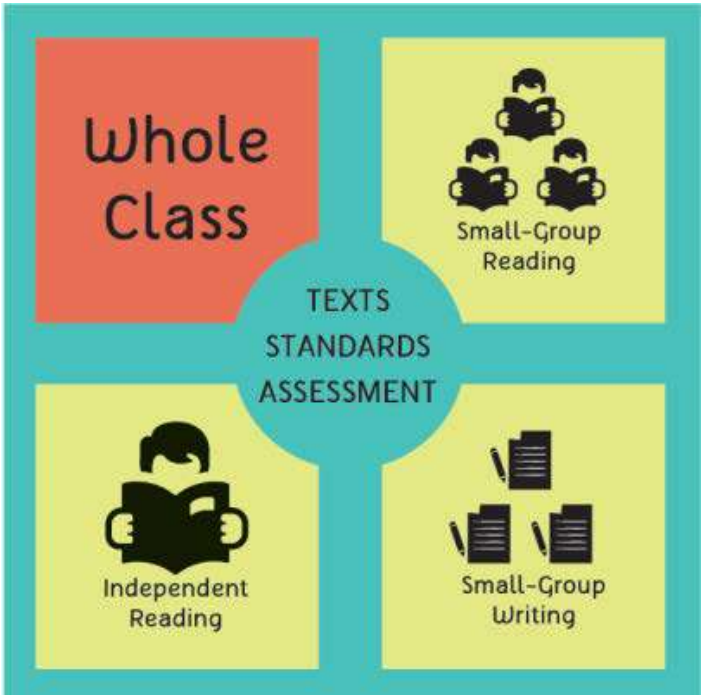
INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[8] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***



Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[9] *The Ox-Cart Man*, Donald Hall and Barbara Cooney	**TEXT DESCRIPTION:** Using detailed illustrations and specific vocabulary, this literary text is about a family that makes its livelihood living on a farm and selling the goods at a market every fall. The story shows the seasonal activities of the farm as it prepares to go to market. **TEXT FOCUS:** The anchor text introduces the unit to students by showing how people living in early America got the things they needed to survive. Explain to students that by the end of the unit, they will understand that the way people get what they need has changed. This text will be reread throughout the unit. **MODEL TASKS** **LESSON OVERVIEW:** Students will ask and answer *who, what, where, when, why,* and *how* questions to demonstrate an understanding of when the ox-cart man lived, what he did each season, and how these seasonal activities were essential to his family's survival. Then, students describe the overall story structure of *The Ox-Cart Man*, including how the beginning events introduce the ox-cart man's life and how the ending concludes his yearlong cycle. **READ AND UNDERSTAND THE TEXT:** • Pre-reading: Lead a brief class discussion in which students answer questions such as, "What do you know about life in the past? How is it different than the way we live? Where did people live? How did they get food/clothes?" Show the front cover of *The Ox-Cart Man*. Ask students, "What details do you see on the front cover that show the setting of the text? Do you think the setting of this story is in the past or present?" (RL.2.1, RL.2.7, SL.2.1a-c, SL.2.4, SL.2.6). • First reading: Read this text aloud. Display or project the pages so students can see the illustrations and follow along with the printed text. • Word Work: Build a vocabulary display[10] throughout the unit that students can rely on in their writing. (L.2.6) o Prompt students to identify words related to the unit focus (e.g., *ox, wool, loom, yarn, linen, shingles, birch, barrel, flax*) and words from word families or those with related or multiple meanings (e.g., *sheared, spun/spinning, split, tapped, tucked, stitching, whittling, embroidered*). o As a class, define the words in context (using illustrations when appropriate). (L.2.4a) o Work with students to verify the meanings of the words. (L.2.4e)

[9] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Have students work in groups to visually represent the relationships and connections among the words using **semantic mapping**[11] or concept mapping.[12] As part of their mapping, prompt students to add real-life connections between the words and show how they are used. (L.2.5a) Display the words for students to use when they write. • **Note for Small-Group Instruction:** Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed **here**[13] and **here**.[14] • Class Discussion: As a class, ask and answer questions about the text so students can demonstrate understanding of key details. Encourage students to ask questions by providing question stems or **conversation starters**[15] and developing a routine to ensure that all students are participating in the question asking and answering. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Sample questions for *The Ox-Cart Man*: ○ Where is the ox-cart man going? Why? (RL.2.7) ○ What does the ox-cart man do at the market? Why is the market important to the family's survival? Why is the ox-cart man important to the market? (RL.2.3, RL.2.7) ○ What does the family do during the winter, spring, and summer to prepare for the fall market? (RL.2.3, RL.2.7) • Second Reading: Divide the class into pairs. Read aloud the first page of *The Ox-Cart Man* and then display or project the illustrations of the text. ○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback. Model as needed. (RL.2.1; RL.2.2; RL.2.7; SL.2.1a, b, c; SL.2.3; SL.2.6; L.2.6) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students respond to the following prompt in journals or to turn in as a check for understanding: "What happens in fall, winter, spring, and summer in *The Ox-Cart Man*? How are the events in each season important for the next season?" (RL.2.1; RL.2.2; RL.2.5; RL.2.7; W.2.2; L.2.1a-b, d-f; L.2.2c-e; L.2.6)

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[12] http://www.timrasinski.com/presentations/Concept%20Map.pdf or http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map
[13] http://www.timrasinski.com/presentations/vocabulary_presentation.pdf
[14] http://www.timrasinski.com/presentations/word_ladders_1-3.pdf
[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

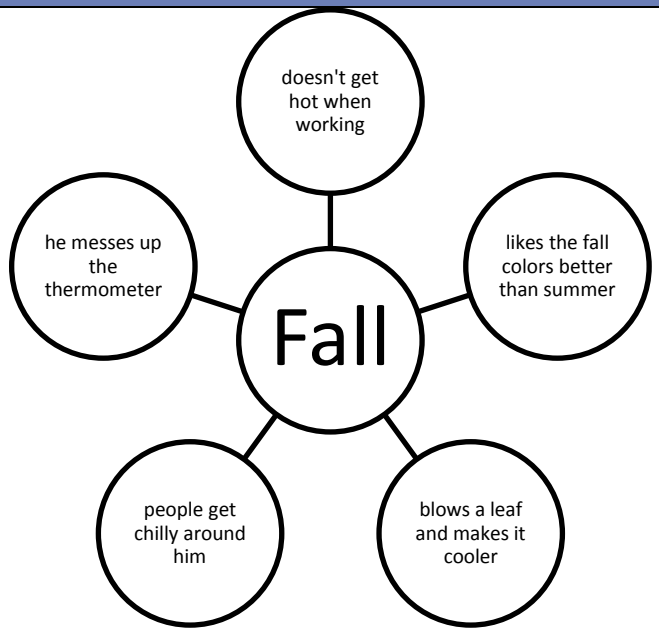
TEXT SEQUENCE	TEXT USE
LESSON 2: "The Seasons of Farming" from Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (pages 85-88 of the Read-Aloud Anthology)[16]	**TEXT DESCRIPTION:** This informational text explains the events on a farm during the each of the four seasons. The text also introduces challenges that farmers face, including droughts and pests, and how farmers respond to the challenges. **TEXT FOCUS:** This text connects to the unit focus by explaining the seasonal farming cycle. It is connected to the anchor text by providing students with facts and information in order to make insights about the characters, settings, and events in the story. After reading, as a class, ask and answer questions—teacher-created questions or those provided by Core Knowledge—about the text so students can demonstrate understanding of key details. **MODEL TASKS** **LESSON OVERVIEW:** Students read "The Seasons of Farming" independently and then engage in a class discussion about the text to build knowledge for the unit focus and the impact of seasons on farming. Students then revise their writing from Lesson 1 and add a paragraph to the essay. **READ THE TEXT:** • First Reading: Have students create a list of the following words: *drought, fertilizer, irrigate, pests, pesticides*, *harvest*, *cultivate*, *emerge*, *frequently*, *typically*, *especially*, *unfortunately*, *fortunately*, *supposed*, *especially*, *ensure*, *produce* (noun and verb), *producing*, *yield*, *spoil*, *destroying*, *damaged*, *ruin*, *possible*, *certain*. (**Teacher Note:** This same list will be used for word work later in the lesson.) o Read aloud the words as students read them silently. o Read aloud the words as students read them chorally. o Ask students to practice reading[17] the list aloud at least three times with a partner. (RF.2.3b, c, d, e, f) o Have students read "The Seasons of Farming" aloud with a partner. (RF.2.4b) • Second Reading: Have students read "The Seasons of Farming" in pairs.[18] (RI.2.10, RF.2.4a-c) • Third Reading: Ask students to reread "The Seasons of Farming" independently or in pairs. During the third reading, asks students to write a "title" for each paragraph. The title can be a single word or phrase or short sentence (e.g., "Fertilizer," "The Farmer's Job," or "Farmers Prepare the Ground with a Plow.") (RI.2.2, L.2.6)

[16] To access the text for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.
[17] http://www.fcrr.org/studentactivities/F_014c.pdf
[18] http://www.fcrr.org/studentactivities/F_024b.pdf

TEXT SEQUENCE	TEXT USE
	UNDERSTAND THE TEXT: • Class Discussion: As a class, ask and answer questions about the text so students demonstrate understanding of key details. Encourage students to ask questions by providing question stems or **conversation starters**[19]. (**RI.2.1**, **SL.2.1a-c**, **SL.2.2**, **SL.2.6**) Prompt students to use the annotations they made during the third reading. Sample questions for "The Seasons of Farming": o What is the main idea of this text? What does the author want to explain? (**RI.2.2**, **RI.2.6**) o How does the climate in each season affect the work of a farmer? (**RI.2.3**) o What problems interfere with a farmer's ability to do his or her job? What does the farmer do to solve his or her problems? (**RI.2.2**, **RI.2.3**, **RI.2.8**) o What details in "The Seasons of Farming" support information provided in *The Ox-Cart Man*? What details are added or are different from *The Ox-Cart Man*?" (**RI.2.8**, **RI.2.9**) • Word Work: Continue to add to the class **vocabulary display**[20] that students can rely on in their writing. (**RI.2.4**, **L.2.6**) o For "The Seasons of Farming," focus on adding words related to the unit focus (e.g., *drought, fertilizer, irrigate, pests, pesticides*, and *harvest*) and words from word families or those with related or multiple meanings (e.g., *cultivate*, *emerge*, *frequently/typically/especially*, *unfortunately/fortunately*, *supposed*, *especially*, *ensure*, *produce* [noun and verb]/*producing/yield*, *spoil/spoiled, destroying/damaged/ruin*, *possible/certain*). o As a class, define the words in context and/or demonstrate how to use known root words or affixes to determine the meaning of unknown words. (**RI.2.4**; **L.2.4a**, **b**, **c**) Discuss the function of adverbs in the sentences and work with students to produce their own sentences, using the adverbs correctly. (**L.2.1e**) o Work with students to verify the meanings of the words. (**L.2.4e**) o Have students work in groups to visually represent the relationships and connections (e.g., antonyms or synonyms, shades of meaning, etc.) among the words using **semantic mapping**[21] or concept mapping.[22] (**RI.2.3**, **L.2.5b**) As part of their mapping, prompt students to add real-life connections between the words and show how they are used. (**L.2.5a**) Display the words for students to use when they write.

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[20] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[21] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[22] http://www.timrasinski.com/presentations/Concept%20Map.pdf or http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Student Writing: Ask students to review their writing from Lesson 1 with a partner. (W.2.5) o Prompt them to consider the responses discussed during the class discussion about the similarities and differences between the ideas of "The Seasons of Farming" and *The Ox-Cart Man*. (RI.2.1, RI.2.9) o Ask students to add a paragraph to their writing that explains the work that farmers typically do in each season and the reasons why. How is the work in each season important for the next season? (RI.2.2; RI.2.3; W.2.2; L.2.1a-b, d-f; L.2.2c-e; L.2.6) o Have students select where to place the paragraph in their essay (i.e., before or after the previously written paragraph). Then work with students to add a transition and/or connections between the two paragraphs to create a two-paragraph essay (e.g., "This is similar in *The Ox-Cart Man*…" or "*The Ox-Cart Man* shows a similar process…"). • **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.2.5)
LESSON 3: *The Stranger*, Chris Van Allsburg	**TEXT DESCRIPTION:** This literary text uses a mixture of pictures and words to explore the idea of the changes of the seasons and the expected natural events that occur with them: colder weather, leaves changing color, Jack Frost, and migration. The story is a mystery about the identity of the stranger who will represent the seasonal change from summer to fall. **TEXT FOCUS:** This text connects to the unit focus by requiring students to apply knowledge about seasons, farms, and the farming cycle to analyze the overall structure of the story and the identity of the stranger. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *The Stranger* read aloud multiple times. After each reading, they attempt to determine who the stranger is based on clues provided in the text. Students work to understand the vocabulary of the text and then write a paragraph in which they state and support their opinion about who the stranger is. Finally, students engage in a class discussion to connect *The Stranger* to the other texts read in the unit. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud *The Stranger*. Project or display the images for students to view while listening to the text. Following the reading, ask students, "Who is the stranger?" Ask them to write down their ideas. • Second Reading: Reread aloud *The Stranger*. Prior to rereading, ask students to think about who they think the stranger is. Prompt them to locate details during the reading to support their opinion. Ask them to record those details on a graphic organizer. For example:

TEXT SEQUENCE	TEXT USE
	 • Class Discussion: Ask students to share their ideas and the details they recorded with the class. (SL.2.6) Prompt the class to identify similarities and differences among their ideas and details. Encourage students to ask each other questions and use accountable talk[23] throughout the discussion. (RL.2.1, SL.2.1a-c, SL.2.3) Reread sections of the text throughout the discussion to verify and support the discussion. • Word Work: Continue to add to the class vocabulary display[24] that students can rely on in their writing. (L.2.6) o Use a similar process to that used in Lesson 1. o For *The Stranger*, focus on adding *jammed, terror, mercury, draft, fascinated, occasionally, timid, peculiar, drab,* and *etched*. • Third Reading: Reread *The Stranger* and project the text and illustrations for students to follow along. Stop at various points to ask students questions about the text, allowing them to demonstrate understanding. (RL.2.1, RL.2.7) Explain to students that their goal in rereading the text is to determine who the stranger is from the clues provided in the beginning,

[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	middle, and end of the text. (RL.2.5) Prompt them to refer to the notes taken earlier in the unit and revise them based on the additional reading of the text and the specific questions asked. Comprehension questions for *The Stranger* are available through a sample lesson on Achievethecore.org. Access the lesson here.[25] **EXPRESS UNDERSTANDING:** • Independent Writing: Have students respond to the following prompt in journals or to turn in as a check for understanding: "Who is the stranger? What clues in the story led you to your opinion?" (RL.2.1; RL.2.3; RL.2.7; W.2.1; L.2.1a-b, d-f; L.2.2c-e; L.2.6) o Ensure that students write a well-developed paragraph that explains who they think the stranger in the story is and that they provide at least three key details from the text to support their answer. o Prompt them to use the graphic organizer from earlier in the lesson as a prewriting tool to help them organize their thoughts. o **Note for Small-Group Writing:** Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.2.5) • Class Discussion: Engage students in a Shared Inquiry discussion[26] about the connections between the texts read in the unit and the unit focus. o Ask students, "How do the events of *The Stranger* relate to the ideas expressed in 'The Seasons of Farming' and *The Ox-Cart Man*?" o Prompt them to consider the setting of the two literary texts ("Do the stories take place in modern times or in the past? How do you know?") (RL.2.7), the interaction between humans and nature ("What connections exist between farming and the seasons?") (RI.2.3), and the concept of change ("What changes occur in the various texts from the beginning until the end? What do the authors want us to know about change?"). (RL.2.2, RL.2.5, RI.2.6) o Ensure that students use accountable talk[27] throughout the discussion and refer to the texts and class notes to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.4, SL.2.6)

[25] http://www.achievethecore.org/file/771
[26] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 4: "From Farm to Market" from Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (pages 95-97 of the Read-Aloud Anthology)[28] *The Ox-Cart Man*, Donald Hall and Barbara Cooney	**TEXT DESCRIPTION:** "From Farm to Market" explains how farm crops become food for people. The narrator describes the process of canning and making butter while also explaining how farmers sell their goods at markets in order to earn money. It includes a description of the various booths at the market and how food gets to grocery stores. **TEXT FOCUS:** This text connects to the unit focus by providing important information to students about how farmers produce and buy goods for and from others. Have students work with pairs to read the text, similar to the process used in Lesson 2. (RL.2.10) Using the narrator's words and details from the text, have students describe the setting and overall structure of the text, and compare and contrast the experiences of the ox-cart man with those of the narrator. (RL.2.1, RL.2.5, RL.2.7). Students can continue to work on understanding vocabulary in context and using various strategies.
LESSON 5: *Who's Buying? Who's Selling?: Understanding Consumers and Producers*, Jennifer S. Larson	**TEXT DESCRIPTION:** This informational text explains the roles of consumers, producers, and sellers. **TEXT FOCUS:** This text is used as an additional reference to learn about different components of our economy, define terms, and answer questions related to the unit focus. Students can explore the vocabulary of economics. (L.2.6) They can also create a visual representation of the concepts in the text and how they relate to real-life scenarios. (RI.2.3) **MODEL TASKS** **LESSON OVERVIEW:** Students read *Who's Buying? Who's Selling?: Understanding Consumers and Producers* in pairs. They work in pairs to describe the roles of various people in the economic process and then reinforce their understanding of key terminology. The lesson ends with students writing a story about a real-world example of how their families have engaged in the economic process, using the key vocabulary in their writing. **READ AND UNDERSTAND THE TEXT:** • First Reading: Have students read *Who's Buying? Who's Selling? Understanding Consumers and Producers* in pairs and complete the various activities within the text. • Second Reading: Have students reread the text in pairs. (RI.2.10) Prompt the pairs to focus on the paragraphs about consumers, producers, and buyers and sellers. Ask each pair to record key details in a graphic organizer. (RI.2.1, RI.2.2, RI.2.3) Model the first column for students as needed.

[28] To access the text for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE

	Consumers	Producers	Buyers	Sellers
What is their role? *(include key details from the text)*	• They use money to buy goods or services.			
How can I be a _____? *(include real-life examples)*	• I can use money to buy food at the store.			

- Student Writing: Have the pairs use their graphic organizer to determine the author's purpose for writing. Then ask the pairs to write a paragraph that summarizes the main topic and key details to support their opinion of the author's purpose. (RI.2.2, RI.2.6, RI.2.8, W.2.1, L.2.1a-b, d-f; L.2.2c-e)
- Class Discussion: Discuss the various connections and relationships among the ideas presented in the book for students to practice using the economic vocabulary. (SL.2.1a-c, SL.2.2, SL.2.6)
  - Add *producers, consumers, buyers, sellers, market*, *supply*, *demand, goods*, *resources*, *services*, and *benefit* to the class vocabulary display.[29] (RI.2.4, L.2.6)
  - Have students explain the relationship between *consumers*, *buyers*, *producers*, and *sellers*. Ensure students understand that consumers might not always be buyers and that producers might not always be sellers.
  - Prompt students to look at the pictures on pages 26 and 27. Ask them to consider the effect that supply and demand have on prices. (RI.2.3, RI.2.7) Then ask them to complete the following sentences and come up with additional real-life examples. (L.2.5c)
    - If demand is _____ and supply is ____, prices of goods and services go up.
    - If demand is _____ and supply is ____, prices of goods and services go down.

[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ If demand is _____ and supply is ____, prices of goods and services remain steady. o Have students complete the activity on pages 28-29 from *Who's Buying? Who's Selling?* and discuss their reasoning using the appropriate vocabulary. (SL.2.4, L.2.6) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students independently write a paragraph in response to the following prompt: "Write about a time when you or your family were consumers. What happened? What decisions did you have to make? Did you end up getting what you wanted? Include details and use the following vocabulary words: *market, goods, services, consumer, producer, supply, demand*, and *benefit*." o Ensure that students recount a well-elaborated event or sequence of events in which they or their family purchased a good or service. Students should also use temporal words to signal event order (e.g., *before, after, first, next, then, last*) and include the appropriate vocabulary. (W.2.3, W.2.8, L.2.6) o Place students into pairs and have them swap their writing. o Ask each partner to check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[30] or refer students to a proofreading anchor chart[31] as necessary. (W.2.5; SL.2.1a-c; L.2.1a-f; L.2.2a, c-e)
LESSON 6: *County Fair (My First Little House)*, Laura Ingalls Wilder and Jody Wheeler Chapters 16-18 from *Charlotte's Web*, E. B. White *The Ox-Cart Man*, Donald Hall and Barbara Cooney	**TEXT DESCRIPTION:** *County Fair* tells the story of the Wilder family heading to the county fair. There are animals, treats, and a pumpkin competition that Almanzo hopes his pumpkin will win. Chapters 16-18 of *Charlotte's Web* tell about Charlotte and Wilbur heading off to the county fair. **TEXT FOCUS:** These texts are connected to the unit focus by providing the setting of a county fair in which students can connect the fair to the market, and explain similarities and differences between the anchor and the read-aloud text. Students can also look at the use of adjectives and language in both texts to continue developing an understanding of vocabulary. **MODEL TASKS** **LESSON OVERVIEW:** Students read *County Fair* and summarize the events. Then students listen to the chapters from *Charlotte's Web* read aloud and summarize the events. Students work with the adjectives in *Charlotte's Web* to determine shades of meaning. The lesson concludes with students participating in a shared and then independent writing of a letter to the ox-cart man.

[30] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[31] https://www.pinterest.com/sweney/writing-anchor-charts/

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
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READ AND UNDERSTAND THE TEXT:

- First Reading: Divide the class into pairs. Ask pairs to work with a partner to **practice reading**[32] aloud *County Fair* with accuracy and expression. (**RF.2.4a**, **b**, **c**)
- Second Reading: Have students read *County Fair* independently. (**RL.2.10**) When students are finished reading, ask them to complete a Somebody-Wanted-But-So chart to summarize the text. (**RL.2.2**, **RL.2.5**, **RL.2.7**) If needed, model how to complete this chart as a class.

Somebody	Wanted	But	So	Then (optional)

- Class Discussion: As a class, ask and answer questions about *County Fair* so students can demonstrate an understanding of key details. Encourage students to ask each other questions and use **accountable talk**[33] throughout the discussion. (**RL.2.1**, **SL.2.1a-c**, **SL.2.2**, **SL.2.6**) Sample questions:
  - What is Almanzo's family taking to the fair? What did Almanzo send to the fair? What does what they bring reveal about Almanzo's family life in the countryside? (**RL.2.7**)
  - How does Almanzo respond during and after his pumpkin is judged? (**RL.2.3**)
  - How does Almanzo feel about being a "farmer boy" versus being a "boy from town"? How do you know? (**RL.2.7**)
- First Reading: Read aloud the chapters from *Charlotte's Web*.
- Second Reading: Reread one of the chapters from *Charlotte's Web*. During the reading, have students complete a Somebody-Wanted-But-So chart to summarize the text. (**RL.2.2**, **RL.2.7**)
- Word Work: Write *pretty*, *lovely, beautiful*, *radiant*, on the board. Discuss that while these words relate to each other and have similar meanings, there are differences. Ask students to describe the differences between the words. (**L.2.5a-b**)
  - Explain that the differences they identified are the "shades of meaning." Access similar lesson ideas **here**.[34]

</td></tr>
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[32] http://www.fcrr.org/studentactivities/F_024b.pdf
[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Project portions of the text for students to reread aloud chorally[35] **and a**sk students to identify adjectives as they read (e.g., *famous*, *wonderful*, *prettiest*, *bigger*, *enormous*, *great*, *silky, weak*, and *humble*). ○ Have students work in pairs to select one adjective, use context clues to define the word, and identify two related adjectives. Each student pair should be able to explain to the class what the original adjective means and how the three adjectives relate (e.g., the words have shades of meaning [describe the shades]; the words are opposites/antonyms). (SL.2.1a-c, SL.2.6, L.2.4a, L.2.5a-b) ○ Display those words for students to use when they write. • Class Discussion: As a class, ask and answer questions about the chapters from *Charlotte's Web*, *County Fair*, and *The Ox-Cart Man* so students can demonstrate an understanding of key details. (Reread portions of any text as needed.) Encourage students to ask each other questions and use accountable talk[36] throughout the discussion. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Sample questions: ○ Charlotte sees another pig in the stall next to Wilbur, and drops in on him to investigate. What does Charlotte notice about Uncle? What happens when she tries to talk to him? (RL.2.2, RL.2.3) ○ How are the events in *Charlotte's Web* similar to or different than the events of *County Fair*? How did people use fairs in the past? Consider the terminology from Lesson 5. ○ Compare the settings in all three texts. What is similar about them? (RL.2.7) ○ Compare the characters in all three texts. What is similar or different about them and they way the respond to the events in the text? (RL.2.3, RL.2.7) **EXPRESS UNDERSTANDING:** • Shared Writing: Conduct a shared writing[37] task in which students write a letter to or from Almanzo or Charlotte and Wilbur to the ox-cart man. In the letter, ask students to explain what is similar and what is different about their lives. Ensure that students use vocabulary from the display in the letter. (W.2.2, W.2.5, SL.2.1a, L.2.6) ○ Respond to the prompt using a "shared pen" technique (or "shared keyboard" technique on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6)

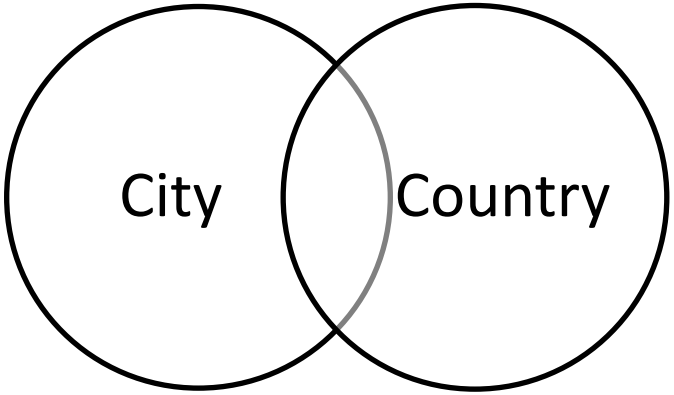
[34] http://www.teachingandtapas.com/2013/01/having-fun-with-shades-of-meaning.html
[35] http://www.fcrr.org/studentactivities/F_023b.pdf
[36] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[37] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Practice grade-level grammar, usage, conventions, and spelling. (RF.2.3b, L.2.1a-d, L.2.2c-d) ○ Demonstrate how to write and punctuate a letter, and write complete sentences, expanding them by using adjectives and/or adverbs. (L.2.1e-f, L.2.2b) ○ Model the use of a word display. Students spell words aloud as they write them. (RF.2.3b, e; L.2.2d-e; L.2.6) ○ Read aloud the letter and ask for suggestions from students to improve the response, revising it as necessary. (W.2.5; SL.2.1a, b, c) ○ When the writing is complete, point to the words and read aloud the letter simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-b) ○ Study the letter. Ask students to identify words with inconsistent but common spelling-sound correspondences, identify collective and irregular plural nouns, and verify the correct verb tense and use of adjectives or adverbs. (RF.2.3e; L.2.1a, b, d, e) • Independent Writing: Have students independently write their own letter from the other character not completed in shared writing. (W.2.2, W.2.8) • Have students adopt the point of view of either character and explain what is the same and different about their lives. (RL.2.1, RL.2.2, RL.2.3, RL.2.7) • Ensure that students supply reasons to support their explanation, use linking words, and provide a conclusion. • Place students into pairs and have them swap their writing. • Ask each partner to compare the writing against the model, checking for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[38] or refer students to a proofreading anchor chart[39] as necessary. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6)
LESSON 7: *My Rows and Piles of Coins*, Tololwa Mollel	**TEXT DESCRIPTION:** This is a story about Saruni, a young boy, and his family, who were both consumers and sellers in a market in Tanzania. If they had a productive day at the market, Saruni's mother gave him five cents for helping her. Saruni decided to save his money to buy a bicycle. Not only did he want one for his own enjoyment, but also so he could help his mother take heavy loads to sell at the market. In the end, he is disappointed that he does not have enough money to buy a bike from the market. He finally tells his mom of his plan, and his dad comes home with a bike for him.

[38] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[39] https://www.pinterest.com/sweney/writing-anchor-charts/

TEXT SEQUENCE	TEXT USE
	TEXT FOCUS: Students ask and answer *who, what, where, when, why* and *how* questions to demonstrate an understanding of key details in a text, such as setting, characters, and events. (RL.2.1) Students describe the overall story structure of *My Rows and Piles of Coins*, including how the beginning events introduce Saruni's savings goal and the ending shows Saruni making a new goal to save toward based on how he can help his mother at the market. (RL.2.5) Students will also apply knowledge of consumers, producers, and sellers to understand the roles of the characters Saruni, Yeyo, Murete, and the tall skinny man at various points in the story. **MODEL TASKS** **SAMPLE TASK:** Access a full lesson[40] for *My Rows and Pile of Coins* with questions, vocabulary, and a writing task. Incorporate the vocabulary into the display as has been done in previous lessons. Following the lesson, allow time for discussion so that students can make connections between the experiences of Saruni and his family and the ox-cart man and characters in other texts of the unit. Students should also continue to use the vocabulary of the unit from *Who's Buying? Who's Selling?* (e.g., *consumer*, *market*, *benefit*, *demand*) in discussing the text. **Teacher Note:** This lesson is aligned to grade 3 standards, although almost all of the questions and tasks are still applicable to grade 2. Read aloud the text to students rather than asking them to read the text independently, as instructed on the lesson.
LESSON 8: *The Little House*, Virginia Lee Burton	**TEXT DESCRIPTION:** *The Little House* is a story of a country cottage that becomes engulfed by the city that grows up around it. The house has an expressive face of windows and doors, so she's sad when she's surrounded by the dirty, noisy city's hustle and bustle. Fortunately, there's a happy ending, as the house is taken back to the country where she belongs. **TEXT FOCUS:** Students begin by creating a vocabulary display of words and phrases that supply meaning for how the little house is feeling at various points in the text to use when they write (RL.2.4, SL.2.1a-c, L.2.6). Students describe the overall story structure of *The Little House*, including how the beginning events introduce the country life and how the ending concludes back in the country. (RL.2.5) They describe how the character of the little house in *The Little House* responds to the country changing to the city. (RL.2.3) They begin to be introduced to how life has changed from the market economy to urban communities and complete a chart that identifies reasons for these changes. (RL.2.1, RL.2.7) Students engage in writing activities in which they explain the change of setting in *The Little* House and the causes of this change. (W.2.2, W.2.8, L.2.1a-f, L.2.2a-e, L.2.6, SL.2.2) **MODEL TASKS** **LESSON OVERVIEW:** Students read and discuss the text in order to build understanding. Students participate in a discussion to deepen understanding of the central message and how it is conveyed through the text and use of illustrations. Students end the lesson by writing a summary of the sequence of events as well as the main character's feelings about the story's events.

[40] http://www.achievethecore.org/file/550

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Pre-reading: Have students work in pairs to complete a Venn diagram that compares and contrasts the city and the country. Prompt them to think about Almanzo's opinion in *County Fair*.  o Ask students to share their thoughts. Record their ideas on a class diagram. o Explain to the class that as they read *The Little House,* they should pay attention to the text and illustrations to consider the different settings. • First Reading: Read aloud *The Little House* as students follow along. Stop to ask students about the setting and how the little house responds. (RL.2.3, RL.2.7) Add details and descriptions to the class Venn diagram based on *The Little House*. • Second Reading: Ask students to reread *The Little House* in pairs. As they are reading, prompt them to ask their partners questions about the text to demonstrate an understanding of the story. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Ask students to complete a Somebody-Wanted-But-So chart for *The Little House*. (RL.2.2, RL.2.5) Then ask them the following questions: o Think about how the author describes the house in the story. How is the house like a person? (RL.2.7) o What changes occur throughout the story? How do these changes affect the little house? Which of these changes are manmade? Which of these changes are cycles or patterns in nature? (RL.2.2, RL.2.3, RL.2.7) o What words, phrases, or ideas repeat throughout the text? How do these add to the meaning of the text? What do they emphasize? What do they teach the reader about what we can learn from reading this text? (RL.2.2, RL.2.4, RL.2.7) (**Teacher Note:** It is important that students understand the opinions in *The Little House* are not reflective of a "right" or "wrong" way to think; rather they are opinions of this particular author. [RL.2.6]) o How does the story end? How does the little house feel at the end? (RL.2.2, RL.2.3, RL.2.7)

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Independent Writing: Have students independently write a paragraph in response to the following prompt: "In *The Little House*, what are the differences between life in the country and life in the city? Where does the little house like to live? How do you know?" (RL.2.3, RL.2.7, W.2.1) o Ensure that students list the similarities and differences between country life and city life and offer their opinion of where the little house preferred living. o Place students into pairs and have them swap their writing. o Ask each partner to check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[41] or refer students to a proofreading anchor chart[42] as necessary. (W.2.5, SL.2.1a, L.2.1a-b, d-f; L.2.2c-e)
LESSON 9: *Window*, Jeannie Baker	**TEXT DESCRIPTION:** In this wordless picture book, each page features the window of Sam's room, from which the reader can see the landscape being destroyed as Sam grows up—forest and animals are replaced by neighbors and houses, factories are built, graffiti is scribbled on walls, and other problems indigenous to populous cities appear. **TEXT FOCUS:** This text provides students with opportunities to identify the how environments change over time and the effect that change has on the people in those environments. Students can describe the overall structure of *Window*, including how the beginning events introduce the country life and how the ending concludes back in the country. (RL.2.5) This text can support students' growing understanding of the changes in life over time, including both the economy (from agrarian to industrial) and environment (rural to urban). Students may also recognize how some places (maybe even the ones they live in) have not experienced the same kinds of changes. Students can closely examine the illustrations, focusing on the changes to the setting over the course of the text. They can make comparisons to *The Little House* and other texts read in the unit. (RL.2.7) Then students can write their own text for the illustrations in *Window*, including identifying the causes for the changes and using vocabulary from the unit display. (W.2.3, L.2.6)
LESSON 10: *The Kamishibai Man*, Allen Say	**TEXT DESCRIPTION:** The Kamishibai man used to ride his bicycle into town, where he would tell stories to the children and sell them candy, but gradually, fewer and fewer children came running at the sound of his clappers. Years later, the Kamishibai man pedaled into town to tell one more story—his own. When he finishes his story, he is surrounded by the children he used to entertain, who have all grown up and are more eager than ever to listen to his delightful tales.

[41] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[42] https://www.pinterest.com/sweney/writing-anchor-charts/

TEXT SEQUENCE	TEXT USE
	TEXT FOCUS: This text connects to the unit focus and helps students further examine how our lives change over time. It serves as a good extension to the unit, as this text asks students to think beyond their own houses, neighborhoods, and communities to see perspectives of people from different cultures. **MODEL TASKS** **LESSON OVERVIEW:** Students engage in multiple readings of *The Kamishibai Man* and recount the main events of the story. Then they explore the vocabulary of the text and engage in a class discussion about the lesson of the text. **READ AND UNDERSTAND THE TEXT:** • First reading: Read aloud the text. Display or project the pages so students can see the illustrations and follow along with the printed text. • Word Work: Continue to build the vocabulary display[43] that students can rely on in their writing. (L.2.6) o For *The Kamishibai Man*, focus on adding words or phrases related to how the characters are feeling at different points in the story (e.g., "you haven't said a word in three days," *fine, hum,* "you'd think I was in another country," *rude, gaped,* "shaking his head," *curious,* "his mouth wide open," *smiled, startled*). o As a class, define the words and phrases in context (using illustrations when appropriate), focusing on what the words and phrases reveal about how the Kamishibai man responds to the events of the text. (RL.2.3, L.2.4a) • Second Reading: Read aloud the text. Display or project the pages so students can see the illustrations and follow along with the printed text. Stop at various points to ask students questions to demonstrate understanding of key details. Ask students to create a Somebody-Wanted-But-So chart for *The Kamishibai Man*. (RL.2.2, RL.2.5, RL.2.7) Encourage students to ask each other questions and use accountable talk[44] throughout the discussion. (RL.2.1, SL.2.1a-c, SL.2.2, SL.2.6) Sample questions: o What causes the Kamishibai man to stop telling stories? (RL.2.3) o How is the story the Kamishibai man tells different than the stories he told when he was young? (RL.2.6) o Why do the people come back to listen to the Kamishibai man's stories? (RL.2.7)

[43] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[44] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	o How has the world around the Kamishibai man changed? How are these changes similar to the changes we saw in *The Little House* and *Window*? How is life for the Kamishibai man similar to or different than life for the ox-cart man and his family? (RL.2.2, RL.2.7) o How does the Kamishibai man respond to the changes around him? Does the way he responds change as the text goes on? What lesson does this text teach the reader? (RL.2.2, RL.2.3)
LESSON 11: *The Paper Crane*, Molly Bang	**TEXT DESCRIPTION:** This story is about a man who is proud of his diner, but a new highway replaces the old road, and now few customers come to his restaurant. A stranger comes, and the restaurant owner feeds him for free. As a gift of thanks, the man makes a paper crane that can dance and jump around. The paper crane attracts customers, and the diner becomes a prosperous place of business once again. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 12: *The Ox-Cart Man*, Donald Hall and Barbara Cooney	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 13: Student-created questions	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

UNIT: *LIVES: POEMS ABOUT FAMOUS AMERICANS*

ANCHOR TEXT[1]

Lives: Poems About Famous Americans, selected by Lee Bennett Hopkins (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- *Amelia and Eleanor Go for a Ride,* Pam Muñoz Ryan
- *Amazing Grace,* Mary Hoffman

Informational Texts (Nonfiction)

- *When Marian Sang,* Pam Muñoz Ryan
- The following texts are available from ***Domain 12 Read-Aloud Anthology***[2] from Core Knowledge Grade 2 Listening and Learning Strand:
  - "Susan B. Anthony: An Advocate for Women's Rights" (pages 33-37)
  - "Eleanor Roosevelt: A Voice for Human Rights" (pages 47-51)
  - "Mary McLeod Bethune: A Dedicated Teacher" (pages 61-64)
  - "Jackie Robinson: Champion of Equality" (pages 75-79)
  - "Rosa Parks: The Mother of the Civil Rights Movement" (pages 96-99)
  - "Martin Luther King Jr.: Defender of the Dream" (pages 110-114)
- "**U.S. Presidents: Abraham Lincoln**"[3] from ReadWorks.org
- *50 American Heroes Every Kid Should Meet,* Dennis Denenberg

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- "**Marian Anderson Sings at Lincoln Memorial**," UCLA Film and Television Archive

UNIT FOCUS

Students learn about famous Americans and their role in history. This builds on students' knowledge of US presidents, national symbols, and the election process. Students study various characteristics of famous Americans, such as perseverance, determination, and standing up for what is just. Students explore the differences between being famous and being a hero.

Text Use: Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics

Reading: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Reading Foundational Skills:[4] RF.2.3a-g, RF.2.4a-c

Writing: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening: SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language: L.2.1a-f, L.2.2a-e, L.2.3a, L.2.4a-e, L.2.5a-b, L.2.6

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Pages 442-462: Text Sequence and Sample Whole-Class Tasks

[1] Some texts, questions, and tasks in this unit are originally included in—and in some cases adapted from—the Core Knowledge Grade 2 Domain 12 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (http://creativecommons.org/licenses/by-nc-sa/3.0/). Additional Information about the license specific to Core Knowledge is available here.

[2] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

[3] http://www.readworks.org/sites/default/files/passages/700_us_presidents_abraham_lincoln.pdf

[4] The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Lives: Poems About Famous Americans Unit Overview

Unit Focus

- **Topic:** Famous Americans from history
- **Themes:** The importance of never giving up and fighting for what is just
- **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics

Summative Unit Assessments

A culminating writing task:

- Summarize a text
- Determine a central message
- Organize, structure, and write a paragraph

A cold-read task:

- Understand grade-level texts
- Write in response to texts

An extension task:

- Conduct research and work collaboratively
- Read and understand grade-level texts
- Write poetry based on research and a mentor text
- Read poetry fluently

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: "Susan B. Anthony: An Advocate for Women's Rights" (sample tasks)
- Lesson 2: "Eleanor Roosevelt: A Voice for Human Rights," "Eleanor Roosevelt" from *Lives: Poems About Famous Americans*, and *Amelia and Eleanor Go For a Ride* (sample tasks)
- Lesson 3: *When Marian Sang*, "Marian Anderson Sings at Lincoln Memorial," and *Amazing Grace* (sample tasks)
- Lesson 4: "Mary McLeod Bethune: A Dedicated Teacher"
- Lesson 5: "Jackie Robinson: Champion of Equality"
- Lesson 6: "Rosa Parks: The Mother of the Civil Rights Movement" and "The Many and the Few" from *Lives: Poems About Famous Americans* (sample tasks)
- Lesson 7: "U.S. Presidents: Abraham Lincoln" from ReadWorks.org and "Abe" from *Lives: Poems About Famous Americans* (cold-read task)
- Lesson 8: "Martin Luther King Jr.: Defender of the Dream" and "Martin Luther King Day" (sample tasks)
- Lesson 9: *50 American Heroes Every Kid Should Meet* (extension task)
- Lesson 10: *Lives: Poems About Famous Americans* (culminating writing task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[5]

Assign each student a poem from *Lives: Poems About Famous Americans* selected by Lee Bennett Hopkins that has not been read in class. Focus on selecting poems about people researched for the extension task, such as Thomas Alva Edison ("American Wizard," Lawrence Schimel) or Anne Sullivan and Helen Keller ("Till," Tom Robert Shields).

Then ask students to respond to the following prompt: "Write a one-paragraph summary of the poem. In your summary, identify the main topic, describe the details and examples for the main topic, and identify a central message of the poem. Demonstrate command of proper grammar, usage, punctuation, and spelling, and use grade-appropriate words and phrases."

Teacher Notes:

- *Students are asked to summarize the poem and identify the main topic, describe the details and examples for the main topic, and identify a central message. (RL.2.1, RL.2.2, W.2.2) The completed writing should use words from the word display. (L.2.6)*
- *Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d, L.2.2c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*
- *If time allows, help students publish their summaries using technology. (W.2.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Famous Americans from history • **Themes:** The importance of never giving up and fighting for what is just • **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	This task assesses: • Summarizing a text • Determining a central message • Organizing, structuring, and writing a paragraph	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 8 (sample tasks included) **Express understanding of text:** • Lesson 1 (sample tasks included) • Lesson 7 (cold-read task) • Lesson 10 (use this task)

[5] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK[6]

Have students independently read "U.S. Presidents: Abraham Lincoln"[7] from ReadWorks.org and "Abe" by Alice Schertle from *Lives: Poems About Famous Americans* . (RL.2.10; RI.2.10; RF.2.4a, c) Then ask them to independently read and answer in writing a combination of multiple-choice and constructed-response questions[8] about the text. Sample questions:

1. To be *humble* means that you do not show off your riches or talents. "U.S. Presidents: Abraham Lincoln" says Abraham Lincoln had a "**humble** background." What reasons does the author provide to show that Abraham Lincoln had a **humble** childhood? (RI.2.1; RI.2.8; L.2.2c, d; L.2.6)
2. According to "U.S. Presidents: Abraham Lincoln," what was important to Lincoln as a child? (RI.2.1; RI.2.2; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
3. In "U.S. Presidents: Abraham Lincoln," what does it mean that "books were **scarce** on the frontier"? (RI.2.1, RI.2.4, L.2.4a)
    a. Books were useful.
    b. Books were expensive.
    c. Books were hard to find.
    d. Books were valuable to people.
4. What does the author of "U.S. Presidents: Abraham Lincoln" want us to know about Abraham Lincoln? (RI.2.2; RI.2.6; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)
5. Complete a Biography Chart for Abraham Lincoln using information from either text. (RI.2.1, RI.2.2, W.2.8)

Abraham Lincoln	Answer	Evidence
What is the person's birth date and date of death?		
What is the greatest problem or challenge this person experienced?		
How did this person help others during and after his/her lifetime?		
Why is this person famous?		
What is an important point in this person's life?		

[6] Cold-Read Task: Students read texts and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

[7] http://www.readworks.org/sites/default/files/passages/700_us_presidents_abraham_lincoln.pdf. Note: The Lexile level of the ReadWorks.org text is toward the middle of the grades 2-3 band. Depending on the time of year this assessment is given, some students are likely going to need additional support reading this text. Read aloud the text for those students.

[8] Ensure that students have access to the complete texts as they are testing.

6. Part A. What words and phrases repeat in "Abe"? (RL.2.1, RL.2.4)

   Part B. Even though some words and phrases repeat, they don't repeat in the same way. What changes in the repetition, and what meaning does that change reveal? (RL.2.1, RL.2.2, RL.2.5)

   a. Lincoln is the president in the second stanza, which means he is powerful.

   b. Lincoln goes from using an axe to using his hands, which means he is strong.

   c. Lincoln is young in the first stanza and old in the second stanza, which means he has become smarter.

   d. Lincoln goes from splitting things apart to bringing them together, which means he helps the nation.

7. How did Abraham Lincoln respond to the challenges he faced? What does his response reveal about Lincoln? Complete the following chart. One example is provided for you. (RL.2.1, RL.2.3, RI.2.1, RI.2.8, RI.2.9, W.2.8, L.2.6)

Challenge	Lincoln's Response	Characteristic
No time for education	Learned to read and write on his own	Smart

8. "Never giving up" is a common idea in several texts of this unit. How did Abraham Lincoln never give up? (RI.2.1; RI.2.8; RI.2.9; L.2.1a, b, d, e, f; L.2.2c, d; L.2.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Famous Americans from history • **Themes:** The importance of never giving up and fighting for what is just • **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	This task focuses on: • Understanding grade-level texts • Writing in response to texts	**Read and understand text:** • Lesson 2 (sample tasks included) • Lesson 6 (sample tasks included) **Express understanding of text:** • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 7 (use this task)

EXTENSION TASK[9]

Have students work in small groups to respond to the following prompt: "Investigate the life of a famous American. What events led to this person becoming famous? Should this person be considered heroic? Write a poem about the life of the famous American you researched. Model your poem after the poems in *Lives: Poems About Famous Americans* selected by Lee Bennett Hopkins. Add a picture to your poem. Read your poem to the class once it is finished and answer any audience questions." (W.2.3)

Use the following process with students:

1. Divide the class into small groups of two or three students. (SL.2.1a)
2. Define the word *hero*. (RI.2.4)
3. Work with students to summarize the lives of the famous Americans studied throughout the unit. (RI.2.1, RI.2.2) Create a class chart similar to the following and determine whether the famous American should or should not be considered heroic based on his/her actions. (RI.2.3)

Who is the famous American?	**What actions or events led to this person becoming famous?**	**Is this person heroic? Why or why not?**
Susan B. Anthony		
Eleanor Roosevelt		
Amelia Earhart		
Marian Anderson		
Mary McLeod Bethune		
Jackie Robinson		
Rosa Parks		
Martin Luther King Jr.		

4. Read aloud the entries from *50 American Heroes Every Kid Should Meet* for those listed on the chart above. Ask students to determine whether the additional information supports their evaluations of heroism.

[9] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

5. Ask groups to select a famous American to investigate from a list of choices. (Encourage student selections by reading aloud portions of the entries in *50 American Heroes Every Kid Should Meet*.) Possible people to consider: George Washington Carver, Davy Crockett, Ruby Bridges, Thomas Alva Edison, Pocahontas, Martin Luther King Jr., Helen Keller, Ben Franklin, Sarah Breedlove Walker (Madam C. J. Walker), or other people included in *50 American Heroes Every Kid Should Meet*.
6. Have groups read an additional text about the person they are investigating. (**Teacher Note:** Groups may read the texts independently or as a small group, depending on their ability.) Sample texts:
    - *George Washington Carver: Teacher, Scientist, and Inventor*, Lori Mortensen
    - *A Picture Book of Davy Crockett*, David Adler
    - *The Story of Ruby Bridges*, Robert Coles
    - *A Picture of Book of Thomas Alva Edison*, David Adler
    - *Pocahontas*, Shannon Zemlicka
    - *Teammates*, Peter Golenbock
    - *Martin Luther King, Jr. and the March on Washington*, Frances Ruffin
    - *What's the Big Idea, Ben Franklin?*, Jean Fritz
    - *Helen Keller: Courageous Advocate*, Scott Welvaert
    - *Vision of Beauty: The Story of Sarah Breedlove Walker*, Kathryn Lasky
7. While they are reading, prompt groups to take notes about the person's life. (Where are they from? What makes the person famous? What actions did this person take in response to the various events? Is this person heroic? Why or why not? What should we remember about this person? What can we learn from their experiences?) (W.2.7, W.2.8)
8. Model for students how a poem from *Lives: Poems About Famous Americans* is constructed, emphasizing how the poem draws on and describes events in the person's life. What is the point or message of the poem? How do the chosen details support the message of the poem?
9. Compose a poem using **shared writing**[10] and the analyzed model from *Lives: Poems About Famous Americans*. Demonstrate with students the process of creating a poem while also demonstrating written conventions.
10. Ask each group to compose their own poem using the notes they took from their reading and add an illustration to their poem to enhance the content. (SL.2.5) If time allows, help groups publish their poems using technology. (W.2.6)
11. Once the groups are done, have them read the poem to the class, demonstrating fluency. (RF.2.4b, SL.2.4)
12. Following the reading of each poem, conduct a class discussion in which students ask questions of the presenters to find out more information about the person studied. Add the person to the class chart created in step 3 and work as a class to determine whether the person should be considered a hero or not. (SL.2.1b, c; SL.2.3)

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

13. Combine the poems into a class book. Place the book in a classroom library for students to read independently. (RF.2.3a-f; RF.2.4a, c)

Teacher Notes:

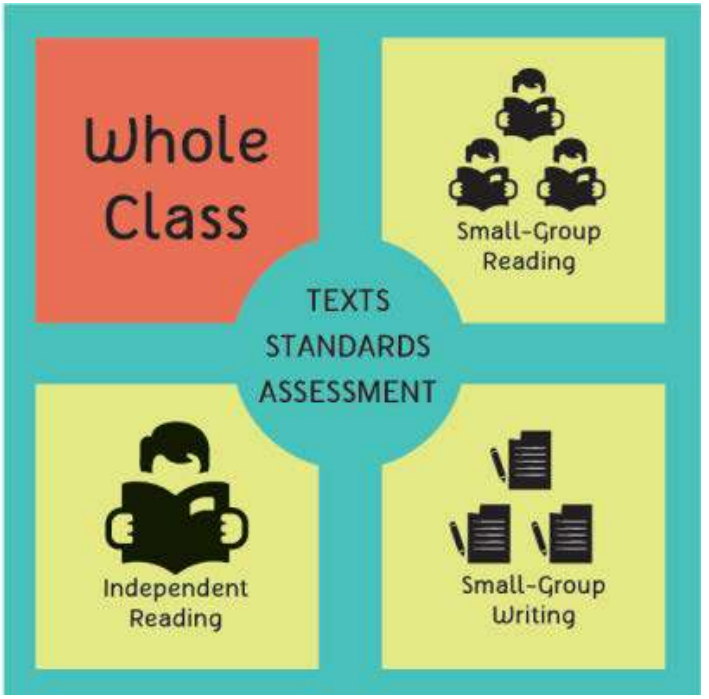
- *Students are asked to describe the connection between a series of events and write a narrative poem modeled after the structure and language of* Lives: Poems About Famous Americans*. (W.2.3, W.2.7) They are also asked to present their narrative poem to the class.*
- *The completed writing should include a visual element to support the written text and use words from the word display. (SL.2.5, L.2.6) Students should write in complete sentences, using adjectives and adverbs properly. (L.2.1e, f) The writing should demonstrate grade-appropriate grammar and usage, capitalization, punctuation, and spelling. (L.2.1a-d; L.2.2a, c-e)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.2.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic:** Famous Americans from history • **Themes:** The importance of never giving up and fighting for what is just • **Text Use:** Vocabulary and poetic structure, using texts as mentor texts to create writing, analyzing poetry for a central message, comparing and contrasting ideas across texts on similar topics	This task focuses on: • Conducting research and working collaboratively • Reading and understanding grade-level texts • Writing poetry based on research and a mentor text • Reading poetry fluently	**Read and understand text:** • Lesson 6 (sample tasks included) • Lesson 8 (sample tasks included) **Express understanding of text:** • Lesson 2 (sample tasks included) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click **here**[11] to locate additional information about this interactive framework.



Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTES ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and notable historical figures. Students will progressively build knowledge using the following tools.

- Vocabulary Display: The class creates a display for the vocabulary words learned in the unit. Focus on selecting words related to the unit focus and words that have multiple meanings or are part of a word family. Students work with the teacher to define the word and create visual depictions of the various connections between words in the texts. Begin in **Lesson 1**.
- Famous Americans Learning Log: Students create and maintain an **interactive notebook**[12] **that contains a section for famous Americans studied in the unit. For each famous American, students complete the following. Begin in Lesson 1.**
    1. Biography Chart: On a three-column graphic organizer, students summarize biographical information and main life events for each person studied in the unit. Students build skill in asking and answering who, what, when, where, how, and why questions to demonstrate understanding of a text.
    2. General notes and written responses about the people studied in the unit.
- Class Timeline: The class creates a timeline to connect the lives of the various individuals studied in the unit. A similar task is suggested in ***Domain 12 Read-Aloud Anthology*** from Core Knowledge Grade 2 Listening and Learning Strand. Begin in **Lesson 1**.

TEXT SEQUENCE	TEXT USE
LESSON 1:[13] "Susan B. Anthony: An Advocate for Women's Rights" (Available on **pages 33-37 of the *Domain 12 Read-Aloud Anthology***[14] from Core Knowledge Grade 2 Listening and Learning Strand)	**TEXT DESCRIPTION:** "Susan B. Anthony: An Advocate for Women's Rights" is a biography, which includes details about the life and contributions of Susan B. Anthony. **TEXT FOCUS:** This text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary. Students will identify the main purpose of a biography, as the teacher explains that many will be read throughout the unit. Students will identify the main causes for which Anthony fought and use this text to identify characteristics of a person that would make the person "famous," including words, thoughts, and actions. Students will keep a journal of famous Americans throughout the unit. **MODEL TASKS**

[12] http://prezi.com/lfduuej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/
[13] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[14] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	LESSON OVERVIEW: Students begin exploring the vocabulary relative to this unit and create a vocabulary display to use when they write. They engage in multiple whole-class readings of "Susan B. Anthony: An Advocate for Women's Rights" and summarize the main details. Students complete a Biography Chart and write a paragraph to summarize the significance of Anthony's life. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. • Class Discussion: Lead a discussion in which students ask and answer questions to demonstrate their understanding of a biography. Encourage students to ask questions by providing question stems or conversation starts and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Sample questions include: o What does the author want us to understand by reading this this text? (RI.2.1, RI.2.2) o How is this text different from the informational texts we read in our last unit? o What is the main purpose of this biography and biographies in general? (RI.2.6) • Second Reading: Read the text to students and display or project the text so students can follow along with the printed text. • Word Work: Build a vocabulary display[15] throughout the unit that students can rely on in their writing. (L.2.6) o Prompt students to identify words related to the unit focus (e.g., *advocate*, *discrimination*, *influential*, *brave*, *hero*/*heroine*) and words from word families or those with related or multiple meanings (e.g., *equal*/*equality*, *refused*, *rights*, *fair*/*fairer*, *critic*/*criticized*, *fearless*, *limited*, *unsure*, *unable*, *just*/*unjust*, *announced*/*announcement*). o As a class, define the words in context (using illustrations when appropriate) and/or demonstrate how to use known root words or affixes and individual words to determine the meaning of unknown and compound words. (RI.2.4; L.2.4a, b, c, d) o Work with students to verify the meanings of the words. (L.2.4e)

[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>

Have students work in groups to visually represent the relationships and connections among the words using semantic mapping[16] or concept mapping.[17] (RI.2.3) As part of their mapping, prompt students to add real-life connections between the words and show how they are used. (L.2.5a) Display the words for students to use when they write.

Note for Small-Group Instruction: Reinforce student understanding of words through additional vocabulary tasks during small-group or center work. Ideas for tasks can be accessed here[18] and here.[19]
Class Discussion: Lead a discussion in which students ask and answer questions to demonstrate their understanding of the text.

Focus the discussion on identifying the main topic of the text, as well as the focus of specific paragraphs within the text. (RI.2.1, RI.2.2)
Begin the Famous Americans Learning Log. Create a class chart (a five-row table with three columns) to summarize the text (e.g., identify the main topic of the text and describe Anthony's life, focusing on her words, thoughts, and actions). Have students create the same organizer in the Susan B. Anthony section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)

<table>
<tr><th>Susan B. Anthony</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person's birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person's life?</td><td></td><td></td></tr>
</table>

</td></tr>
</table>

[16] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[17] http://www.timrasinski.com/presentations/Concept%20Map.pdf or http://www.docstoc.com/docs/110162299/Concept-or-Vocabulary-Word-Map
[18] http://www.timrasinski.com/presentations/vocabulary_presentation.pdf
[19] http://www.timrasinski.com/presentations/word_ladders_1-3.pdf

TEXT SEQUENCE	TEXT USE
	• **Note for Small-Group Reading:** Allow groups to select a biography that interests them from a classroom or school library. As this unit focuses on famous people, stock the classroom library with many similar books at different reading levels for students using suggestions in the text set list as a guide. (RI.2.10) These books can also be checked out at a school or local library and temporarily stored in the classroom library. Have small groups read the texts when they finish classwork early or during a designated time, and have them track their reading on a log. (RI.2.10, RF.2.3a-f, RF.2.4a-c) **EXPRESS UNDERSTANDING:** • Student Practice: Begin a timeline to connect the people studied to their place in history. (RI.2.3) A similar task is suggested on page 40 of the ***Domain 12 Read-Aloud Anthology*** from Core Knowledge. o Using the Biography Chart, explain to students that the class is going to create a timeline to keep track of the various people studied in the unit. Create a bulletin-board-size timeline. o Assign each group an event (e.g., Susan B. Anthony's birth, the signing of the Emancipation Proclamation, Anthony's death, etc.) and ask them to locate the specific dates and create an illustrated entry on an index card to place on the timeline. (W.2.8, SL.2.5) o Discuss as a class how a person becomes *famous*. (SL.2.1a-c, SL.2.4, SL.2.6) Define the word and consider the characteristics of famous people based on the Susan B. Anthony passage and real-life connections. (RI.2.4, L.2.5a) Identify the events and how they contributed to Anthony's fame. (SL.2.2, SL.2.3) • Independent Writing: Have students use the Biography Chart to write a one-paragraph informative summary of the life of Susan B. Anthony. Ask them to write the paragraph in the Susan B. Anthony section of their Famous Americans Learning Log. (RI.2.1, RI.2.2, W.2.2) o Ensure that students introduce the topic, use facts to develop points, and provide a concluding statement. o Place students into pairs and have them swap their summaries. o Ask partners to compare the writing against the Biography Chart and the timeline to ensure accuracy. (W.2.8) o Prompt pairs to check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[20] or refer students to a proofreading anchor chart[21] as necessary. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6)

[20] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td>LESSON 2:

“Eleanor Roosevelt: A Voice for Human Rights” (Available on pages 47-51 of the Domain 12 Read-Aloud Anthology[22] from Core Knowledge Grade 2 Listening and Learning Strand)

“Eleanor Roosevelt,” Rebecca Kai Dotlich, from Lives: Poems About Famous Americans, selected by Lee Bennett Hopkins

Amelia and Eleanor Go for a Ride, Pam Muñoz Ryan</td><td>TEXT DESCRIPTION: “Eleanor Roosevelt: A Voice for Human Rights” describes the life of Eleanor Roosevelt. Amelia and Eleanor Go for a Ride describes the night that Amelia Earhart and Eleanor Roosevelt left a White House function to fly in an airplane. “Eleanor Roosevelt” from Lives: Poems About Famous Americans is a poem about Roosevelt.

TEXT FOCUS: By reading these texts together, students will understand why Eleanor Roosevelt is famous, specifically for her contributions to equal rights for women. The texts allow students to practice reading with accuracy and fluency as well as to continue to closely examine the vocabulary from the texts.

MODEL TASKS

LESSON OVERVIEW: Students engage in multiple readings of “Eleanor Roosevelt: A Voice for Human Rights” and complete a graphic organizer in their journal. Students listen to Amelia and Eleanor Go for a Ride read aloud and then partner read “Eleanor Roosevelt.” Then they participate in a class discussion. Finally, students participate in shared and independent writing.

READ AND UNDERSTAND THE TEXTS:

• First Reading: Read aloud “Eleanor Roosevelt: A Voice for Human Rights” without interruption.

• Student Practice: Continue the Famous Americans Learning Log. Create another class chart (a five-row table with three columns) to summarize “Eleanor Roosevelt: A Voice for Human Rights” (e.g., identify the main topic of the text and describe Roosevelt’s life, focusing on her words, thoughts, and actions). Have students create the same organizer in the Eleanor Roosevelt section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)
<table>
<tr><th>Eleanor Roosevelt</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person’s birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person’s life?</td><td></td><td></td></tr>
</table>
</td></tr>
</table>

[21] https://www.pinterest.com/sweney/writing-anchor-charts/

[22] To access the Core Knowledge texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	• First Reading: Provide students with a copy of the poem "Eleanor Roosevelt" and/or project the poem for students to read. Read aloud the poem once. • Second Reading: Divide the class into pairs and create a **word list**[23] from the poem (e.g., *chiseled*, *rarest*, *beguiling*, *endeared*, *recall*, *chancellor*, *burdens*, *gallant*, *courageous*, *humbly*, and *dealt*). Define any unknown words for students. (**L.2.4a**, **b**; **L.2.6**) Have students practice reading the words aloud with their partner. Then read the poem again as students **read chorally**.[24] Allow proficient readers to be leaders while reading the poem. • Third Reading: Ask pairs to work together to practice reading the poem with accuracy and expression. (**RL.2.10**; **RF.2.4a**, **b**, **c**) Use the strategies provided **here**[25] to support partner reading. • **Note for Small-Group Reading:** This poem can also be used for foundational skills instruction. (**RF.2.3a-f**) Base the tasks for small-group reading on student needs using a foundational skills curriculum. • Class Discussion: As a class or with a partner, have students ask and answer questions about the poem to demonstrate understanding of key details. (**RL.2.1**, **RL.2.7**) Encourage students to ask questions by providing **question stems or conversation starters**[26] and developing a routine to ensure that all students are participating in the question asking and answering. (**SL.2.1a-c**, **SL.2.2**) Since this is the first discussion, provide students with sample questions to begin their discussion. Sample questions for "Eleanor Roosevelt": o Ask students, "Who is the speaker in the poem? How do you know?" (**RL.2.6**) o Project the poem. Beside each stanza, summarize the meaning and write one adjective to describe Eleanor Roosevelt. (**RL.2.3**, **L.2.1e**, **L.2.6**) o Ask students, "How does the information provided in 'Eleanor Roosevelt: A Voice for Human Rights' support the thoughts conveyed in the poem?" (**RI.2.9**, **W.2.8**) (**Teacher Note:** Prompt students to refer to the Biography Chart created earlier in the lesson. If necessary, add information and/or revise information on the chart as a class.) o Ask students, "What do you notice about the structure of this poem? What is memorable about it? Identify examples to support your ideas." (**RL.2.4**)

[23] http://www.fcrr.org/studentactivities/F_014c.pdf
[24] http://www.fcrr.org/studentactivities/F_023b.pdf
[25] http://www.fcrr.org/studentactivities/02.htm
[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	• Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Eleanor Roosevelt's life. Consider using a different color index card or ink to record events for Eleanor Roosevelt to more easily see how the different events of the two women connect in history. (RI.2.3) • First Reading: Read aloud *Amelia and Eleanor Go for a Ride* without interruption. Display or project the images for students to view during the reading. • Class Discussion: As a class or with a partner, have students ask and answer questions about the poem to demonstrate understanding of key details. (RL.2.1, RL.2.7) Encourage students to ask questions by providing question stems or conversation starters[27] and developing a routine to ensure that all students are participating in the question asking and answering. (SL.2.1a-c, SL.2.2) Following the discussion, have students practice writing answers to at least one of the questions in their Famous Americans Learning Log as writing practice. Sample questions for *Amelia and Eleanor Go for a Ride*: o How are Amelia and Eleanor "birds of a feather"? Describe what this means with examples from the text or illustrations. (RL.2.3, L.2.6) o Retell the events of the text. How does the story begin? How does it end? How do events lead to the ending? (RL.2.2, RL.2.5) o What does it mean when the text says, "Eleanor marveled, 'It's like sitting on top of the world!'" when they are flying? (RL.2.3, L.2.6) o Who is telling this story? How do you know who is speaking? (RL.2.6) o Compare and contrast Amelia and Eleanor. How are they alike and different? Why are they such good friends? List the reasons why Amelia Earhart and Eleanor Roosevelt are famous. How are their opinions about what they can and can't do different from others around them? (RL.2.2, RL.2.6) o Why might this text focus on the friendship between Eleanor and Amelia? What does it teach us about life and the two women? (RL.2.2) • Word Work: Continue building a vocabulary display[28] (as introduced in Lesson 1) that students can rely on in their writing. (L.2.6)

[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Divide the class into groups of two to four students. ○ Provide each group with specific sentences, stanzas, and/or paragraphs from "Eleanor Roosevelt" and *Amelia and Eleanor Go for a Ride* and a graphic organizer that has four columns: (1) Word, (2) What it modifies, (3) Definition, and (4) Illustration. ○ Ask the groups to locate five or six descriptive words (e.g., *rarest*, *charming*, *gentle*, *courageous*, *outspoken*, *determined*, *daring*, *naturally*, *adventurous*, *carefully*, *bold*, *dangerous*, *especially*, *practical*, *elegant*, *certainly*, *celebrated*, *mysterious*, *faster*, *slowly*) and write a word in each row of column one. ○ Have the groups identify what each word modifies or describes and fill in column two for each word. (L.2.1e) ○ Ask the groups to define the words using context clues and complete column three, then illustrate the phrases in column four. (L.2.4a) ○ Have the groups review their chart and label the words as either adjective or adverb based on how each word functions in the sentence. (L.2.1e) ○ Ask each group to present their graphic organizers and discuss as a class the differences between adjectives and adverbs. (SL.2.6) ○ Reinforce the vocabulary for students to practice independently. For example, students could create an additional visual representation of one of the words and provide a complete sentence caption using the word. Display those words for students to use when they write. (SL.2.5; L.2.1e, f; L.2.6) ○ Display the words for students to use when they write. • **SAMPLE TASK:** Access a complete lesson[29] from Achievethecore.org with questions for *Amelia and Eleanor Go for a Ride*. • Student Practice: As a class, compare and contrast the most important points presented by all three texts on Eleanor Roosevelt (e.g., work with civil rights, fearlessness, ambition to help others). Record information on a graphic organizer, such as a three-ring Venn diagram. Have students include a copy of the graphic organizer in the Eleanor Roosevelt section of their Famous Americans Learning Log. (RI.2.9) **EXPRESS UNDERSTANDING:** • Student Practice: Have students create their own version of the Biography Chart for Amelia Earhart to place in the Amelia Earhart section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)

[29] http://achievethecore.org/file/761

TEXT SEQUENCE	TEXT USE
	o After pairs complete their organizer, have them form groups of four. (SL.2.1a-c) o Ask the small groups to discuss their answers to the questions and make edits based on small-group discussions. (SL.2.2, SL.2.3) o Have the groups identify which questions cannot be answered by the text and determine the steps they would need to take to locate the answers to their questions. o Lead a whole-class discussion to check the group work. o Conduct a shared research project to locate the answers to student questions about Amelia Earhart, following the steps suggested by each group. (W.2.7, W.2.8) • Shared Writing: Conduct a shared writing[30] task in which students use the poem "Eleanor Roosevelt" as a mentor text and write a poem about Amelia Earhart. The poem should include characteristics of Earhart, similar to the way Hopkins describes Roosevelt in the poem, as well as similar kinds of figurative language and line structures. (W.2.3, W.2.5, SL.2.1a, L.2.6) • Model for students how "Eleanor Roosevelt" is constructed, emphasizing how the poem draws on and describes events in Roosevelt's life. What is the point or theme of the poem? (RL.2.2) How do the chosen details develop the central idea of the poem? (RL.2.1, RL.2.7) How does the structure of the poem support the central idea? (RL.2.4, RL.2.5) o Compose a poem about Amelia Earhart using a "shared pen" technique (or "shared keyboard" technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.2.6) Use the analyzed model of "Eleanor Roosevelt" and demonstrate with students the process of creating a poem. o Practice grade-level grammar, usage, conventions, and spelling. For example, demonstrate how to use apostrophes to form possessives and contractions, choose between using an adjective and an adverb based on what it modifies, and spell different words by generalizing patterns. (L.2.1a-f; L.2.2a, c) o Model the use of classroom resources for using and spelling words. Have students spell the words aloud as they are being written. (RF.2.3b, e; L.2.2d-e; L.2.6) o Read aloud the lines of the poem and ask for suggestions from students to improve the language, line breaks, etc. (W.2.5; SL.2.1a, b, c; L.2.5a, b)

[30] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ When the writing is complete, read the poem aloud simultaneously with the students. (RF.2.3a, c, d, f; RF.2.4a-c) ○ Study the poem. Ask students to identify words with inconsistent but common spelling-sound correspondences, identify collective and irregular plural nouns, and verify the correct verb tense and use of adjectives or adverbs. (RF.2.3e; L.2.1a, b, d, e) ○ Have students copy the poem into the Amelia Earhart section of their Famous Americans Learning Log. • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Amelia Earhart's life. Consider using a different color index card or ink to record events for Amelia Earhart to more easily see how the different events of the three women's lives connect in history. (RI.2.3)
LESSON 3: *When Marian Sang,* Pam Muñoz Ryan "Marian Anderson Sings at Lincoln Memorial," UCLA Film and Television Archive *Amazing Grace*, Mary Hoffman	**TEXT DESCRIPTION:** *When Marian Sang* tells the story of how Marian Anderson, a great opera singer, came to be famous in the midst of adversity. "Marian Anderson Sings at Lincoln Memorial" is the newsreel of Anderson singing at Lincoln Memorial in 1939. *Amazing Grace* is the fictional story of a little girl who wants to be the boy lead in a play and works hard to get the part that she wants. **TEXT FOCUS:** *When Marian Sang* and *Amazing Grace* both tell the story of someone who works hard to achieve her dreams. Students will explore the idea of "never giving up" as a characteristic of people who become famous. (RL.2.2, RI.2.9) **MODEL TASKS** **LESSON OVERVIEW:** Students listen to *When Marian Sang* read aloud and reread sections in pairs. Students identify the struggles that Marian faced. Students watch the video to gain a deeper appreciation for Marian's talent. Students chorally read and practice fluency with *Amazing Grace.* The class creates a graphic organizer to compare and contrast Marian and Grace and identify the message "never give up." The class will participate in a discussion surrounding this message. Lastly, students write a paragraph to compare the lesson of "never giving up" presented in both texts. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud *When Marian Sang* and project or display the text for students to follow along with the illustrations and the text. • Second Reading: Divide the class into pairs. Read aloud the first page of *When Marian Sang,* and then display or project the illustrations of the text. ○ Have each partner take turns telling the other partner the next event that happens in the text as each illustration is shown. If a partner needs help, prompt the other partner to ask questions for clarification or offer feedback.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td></td><td>
Model as needed. (RI.2.3; RI.2.7; SL.2.1a, c; SL.2.2)

Stop at various moments to ask questions about the key details in the text to determine what Marian wants, identify what her problem is, and describe how she continues to work hard to achieve her goal. (RI.2.1, RI.2.2)
When the retelling is done, have students complete a Biography Chart for Marian Anderson and place it in the Marian Anderson section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)

<table>
<tr><th>Marian Anderson</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person's birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person's life?</td><td></td><td></td></tr>
</table>

Third Reading: Display specific sections of When Marian Sang (e.g., words, sentences, and/or passages) and prompt students to partner read[31] the displayed sections. (RI.2.10, RF.2.4a-c) Watch the video of Marian singing so that students can gain a deeper appreciation of her voice.
Word Work: Continue building a vocabulary display[32] (as introduced in Lesson 1) that students can rely on in their writing. (L.2.6)

Select specific pages to reread to the class. While reading each page, ask students to note words or phrases that show Marian's attitude to "never give up." Example words or phrases include: (L.2.5a)

unwavering faith (page 10)
determined (page 12)
no matter what humiliations she endured (page 14)

</td></tr>
</table>

[31] http://www.fcrr.org/studentactivities/F_016a.pdf
[32] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	▪ *worked hard* (page 18) o Add the words and phrases to the display as characteristics of famous people. Discuss how the words have similar but slightly different meanings. (L.2.5b) • Class Discussion: Guide a whole-class discussion to identify the struggles that Marian faced. As students present points from the text, display them in the classroom. Sample questions: o What goal did Marian want to achieve? What struggles did Marian face along the way? (RI.2.1, RI.2.2) o What steps did Marian take to achieve her goal? How did each step help her come closer to reaching her goal? (RI.2.1, RI.2.3) o Why did the author write this book? What does the author want to explain? (RI.2.6) • First Reading: Read *Amazing Grace* aloud the text as students **read chorally.**[33] Allow proficient readers in the class to be the leaders while reading the text. • Second Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading targeted sections of *Amazing Grace* with accuracy and expression. Then ask each pair to **partner read**[34] the entire text. (RL.2.10, RF.2.3a-f, RF.2.4a-c) • Class Discussion: Create a class T-chart with one side including descriptions and experiences that illustrate the idea of never giving up from *When Marian Sang* and the other side including descriptions and experiences that illustrate the idea of never giving up from *Amazing Grace.* (RL.2.1, RL.2.2, RI.2.9) After completing the T-chart, engage students in a discussion based on the following questions: o Who else have we learned about so far who "never gave up"? o Why do you think so many of the famous Americans we are studying are determined? How does determination lead to becoming memorable? **EXPRESS UNDERSTANDING:** • Independent Writing: Have students independently write a paragraph in the Marian Anderson section of their Famous Americans Learning Log. Ask them to write in response to the following question: How is the idea of "never giving up" presented in both texts? (RI.2.9, W.2.1)

[33] http://www.fcrr.org/studentactivities/F_019a.pdf
[34] http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	○ Ensure that students identify how the idea is presented in each text, state an opinion about how they are similar, provide reasons to support their opinion, use linking words, and provide a conclusion. (RL.2.2, RI.2.2, W.2.1) ○ Place students into pairs and have them swap their paragraphs. ○ Prompt pairs to check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[35] or refer students to a proofreading anchor chart[36] as necessary. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6) • **Note for Small-Group Writing:** Ensure that student writing meets expectations, and support students who are struggling to meet standards during small-group writing time. • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Marian Anderson's life. Consider using a different color index card or ink to record events for Marian Anderson to more easily see how the different events of the four women's lives connect in history. (RI.2.3)
LESSON 4: "Mary McLeod Bethune: A Dedicated Teacher" (Available on pages 61-64 of the *Domain 12 Read-Aloud Anthology*[37] from Core Knowledge Grade 2 Listening and Learning Strand)	**TEXT DESCRIPTION:** This biography informs the reader of the work of Mary McLeod Bethune and her contributions to civil rights and our nation. **TEXT FOCUS:** Use this text for students to identify the main topic and describe the connections between Bethune and Eleanor Roosevelt. (RI.2.2, RI.2.3) Students will identify the main purpose of the text as being to inform the reader about Bethune's work and complete a Biography Chart on Bethune to place in the Mary McLeod Bethune section of their Famous Americans Learning Log. (RI.2.6) Use the lesson and process for reading aloud beginning on page 59 of the *Domain 12 Read-Aloud Anthology* from Core Knowledge Grade 2 Listening and Learning Strand. Continue to develop a vocabulary display of academic vocabulary words (e.g., *however*, *attended*, *gradually*, *gathered*, *intended*, *scattered*, *achieved*, *received*, *discovered*, *opportunity*, *power*, *involved*, *tirelessly*, *federal*, *privilege*, *proud*, and *scholarship*). Focus students on using various strategies and understanding the connections between the words based on affixes, root words, and shades of meaning. (RI.2.4, L.2.4a-e, L.2.5a-b) Add entries to the class timeline.
LESSON 5: "Jackie Robinson: Champion of Equality"	**TEXT DESCRIPTION:** "Jackie Robinson: Champion of Equality" provides the reader with information on how Jackie Robinson entered the major leagues of baseball, the challenges he faced along the way, and the successes he achieved as a result of his hard work.

[35] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[36] https://www.pinterest.com/sweney/writing-anchor-charts/
[37] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
(Available on pages 75-79 of the *Domain 12 Read-Aloud Anthology*[38] from Core Knowledge Grade 2 Listening and Learning Strand)	**TEXT FOCUS:** Use this text for students to practice for the cold-read task. Read the text aloud and have students independently answer a series of multiple-choice and constructed-response questions about the text in the Jackie Robinson section of their Famous Americans Learning Log. Then work as a class to discuss the answers. (SL.2.2, SL.2.3) Have students work with a peer or small group to revise their responses and consider how they might approach the questions differently based on the class discussion. (W.2.5, SL.2.1a-c, L.2.1f) End the lesson by having students complete a Biography Chart for Jackie Robinson and add events to the class timeline. Possible questions for the practice cold-read task: 1. Identify the main topic of this text, including the problems that Jackie Robinson faced. (RI.2.1, RI.2.2) 2. How did people's attitudes toward black people affect Robinson's athletic career? (RI.2.1, RI.2.3) 3. How is the lesson that Jackie Robinson learned through his experiences similar to or different from the lesson Marian Anderson learned? (RI.2.1, RI.2.9) 4. "Never giving up" is a recurring idea in this unit. What reasons does the author provide to support the idea that Jackie Robinson never gave up? (RI.2.1, RI.2.8)
LESSON 6: "Rosa Parks: The Mother of the Civil Rights Movement" (Available on pages 96-99 of the *Domain 12 Read-Aloud Anthology* from Core Knowledge Grade 2 Listening and Learning Strand) "The Many and the Few," J. Patrick Lewis, from *Lives: Poems About Famous*	**TEXT DESCRIPTION:** "Rosa Parks: The Mother of the Civil Rights Movement" is a biography focused on Rosa Parks sitting on the bus, and the repercussions and changes that resulted from her decision to not give up her seat. "The Many and the Few" is a poem that tells the story of Parks with rhyme and verse. **TEXT FOCUS:** Students are asked to connect their understanding of Rosa Parks's journey to the journeys of other historical figures previously read about in this unit. **MODEL TASKS** **LESSON OVERVIEW:** Students will participate in several reads of "Rosa Parks" and listen to a reading of "Rosa Parks: The Mother of the Civil Rights Movement." Students will complete the Biography Chart on Rosa Parks and participate in a discussion on the importance of persistence as a trait of famous Americans. **READ AND UNDERSTAND THE TEXT:** • First Reading: Read aloud "Rosa Parks: The Mother of the Civil Rights Movement." Only interrupt minimally, to define

[38] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
<tr><td>Americans, selected by Lee Bennett Hopkins</td><td>essential vocabulary for basic understanding. Allow students to appreciate and fully engage with the text.
• Second Reading: Reread the text aloud. Project or provide students with the text so they can follow along.
• Student Practice: Divide the class into pairs. Have each pair work together to complete the Biography Chart for Rosa Parks and place it in the Rosa Parks section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)
<table>
<tr><th>Rosa Parks</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person’s birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person’s life?</td><td></td><td></td></tr>
</table>
• Class Discussion: Ask each pair to join with another pair to form a group of four. Have the group of four share their responses on the Biography Chart for Rosa Parks and make changes, as needed. Facilitate a whole-class discussion to share charts. (SL.2.1a-c, SL.2.3)
• Word Work: Display the word persistence on the board or overhead projector. Ask students to use the root word, persist, as a clue to the meaning of the word persistence. (L.2.4c)
o Provide students with sentences that may help them determine the meaning of the word persistence. (L.2.4a) Examples:
▪ Marian Anderson’s persistence allowed her to become one of the most well-known singers of her time.
▪ The persistence of Jackie Robinson on the field helped end segregation in baseball.
o Have students discuss the word with their shoulder partner.
o Ask pairs to verify the meaning of the word using a dictionary, write a sentence using the word, and draw an illustration that depicts the meaning of the word. (L.2.4e, SL.2.5, L.2.1f)
o Ask pairs to share their work with the class and share why it is important to have persistence. (SL.2.4, SL.2.6)
o Guide students to determine the meaning of new words (persist, persistent) using the information they have</td></tr>
</table>

TEXT SEQUENCE	TEXT USE
	gained. Add the words to the class vocabulary display for students to use when they write. (L.2.6) • First Reading: Read the poem "The Many and the Few" aloud as students listen. • **Note for Small-Group Reading:** Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and receive additional support. This can help students be more prepared to participate in the whole-class discussion. As this is a poem, it can be useful for working with struggling readers on fluency and reading with expression. (RF.3.4b) A rubric for assessing reading fluency is available here.[39] Divide the poem into smaller chunks (e.g., two or three stanzas) that would be able to be easily practiced. Students can also break into small groups and practice reciting the poetry for fluency practice. Additional techniques for how to address fluency can be found in the ELA Instructional Framework.[40] • Second Reading: Read the poem aloud as students read chorally.[41] • Class Discussion: Have students work in groups to analyze the language, rhythm, and meaning of the poem to determine a central message. (SL.2.1a-c, SL.2.2) (**Teacher Note:** The following process is based on the TP-CASTT [42] strategy. If this is the first time for students to analyze poetry in this way, model how to conduct this process using "Eleanor Roosevelt.") 1. Analyze the title. Ask students, "How much is *many*? How much is a *few*? Who do you think this title is talking about?" (L.2.4a, L.2.5a) 2. Facilitate the class in paraphrasing the poem. Guide students to write the poem line by line in their own words. As they move through the poem, display their translation on the board. (RL.2.1, RL.2.2) 3. Work as a class to describe how words and phrases supply rhythm and meaning in the poem. (RL.2.4) Discuss the effect of the language: "Does the language make the poem more interesting? Does it help you understand Rosa Parks? How is this language different from language used in written essays? Does it help you create images in your mind as you read?". (RL.2.3, L.2.3a; L.2.5b; L.2.6) 4. Ask students, "Who is the speaker of this poem? How does the speaker of the poem feel about Rosa Parks?" (RL.2.6) 5. Review the title again. Ask students, "Who are *the many*? Who are *the few*? Does the title have the same or

[39] http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf
[40] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading
[41] http://www.fcrr.org/studentactivities/F_023b.pdf
[42] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	different meaning than before?" (L.2.4a, L.2.5a) 6. Ask students, "What can we learn about Rosa Parks and her actions from reading this poem? What does the speaker want us to know about her?" Work with students to write a one-sentence statement of the central message of the poem. (RL.2.2, RL.2.3, L.2.1f) **EXPRESS UNDERSTANDING:** • Class Discussion: Facilitate a Shared Inquiry discussion[43] about the *persistence* of Rosa Parks as she led the civil rights movement. Engage students in asking and answering questions to demonstrate their understanding of the word *persistence* and how it relates to the work of Rosa Parks. Ensure that students use accountable talk[44] throughout the discussion and refer to the texts to provide support for their ideas. (SL.2.1a-c, SL.2.2, SL.2.3, SL.2.4, SL.2.6) Sample discussion questions: o Identify ways in which Rosa Parks was *persistent.* (RI.2.4) o How did Rosa Parks's *persistence* lead to a boycott of the bus system in Alabama? (RI.2.3) o Explain how Rosa Parks's actions helped to the civil rights movement. (RI.2.3) • Student Writing: Have students write a response in the Rosa Parks section of their Famous Americans Learning Log to one of the discussion questions. Provide them with an answer frame[45] to support them in organizing their writing. (W.2.2, L.2.1a-f, L.2.2a-e) Also ensure that they use words from the word display in their written responses. (L.2.6) • **Note for Small-Group Writing:** If a selected students need additional targeted writing or grammar support, provide this support during small-group writing. • Student Practice: Continue adding entries to the class timeline begun in Lesson 1. This time, focus on the events of Rosa Parks's life. Consider using a different color index card or ink to record events for Rosa Parks to more easily see how the different events connect in history. (RI.2.3)
LESSON 7: "U.S. Presidents: Abraham Lincoln"[46] from	**TEXT DESCRIPTION:** "U.S. Presidents: Abraham Lincoln" provides a brief biography of Abraham Lincoln. The reading level of the text is at the high middle range of the grades 2-3 band. If this unit is not taught at the end of grade 2, consider reading that text aloud to students. "Abe" describes Lincoln's life as a child and as the president, focused on how he worked to end the Civil War.

[43] http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/ and https://www.youtube.com/watch?v=r-M3aLcE88E
[44] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[45] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
ReadWorks.org "Abe," Alice Schertle, from *Lives: Poems About Famous Americans,* selected by Lee Bennett Hopkins	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Task
LESSON 8: "Martin Luther King Jr.: Defender of the Dream" (Available on pages 110-114 of the *Domain 12 Read-Aloud Anthology*[47] from Core Knowledge Grade 2 Listening and Learning Strand) "Martin Luther King Day," X. J. Kennedy, from *Lives: Poems About Famous Americans,* selected by Lee Bennett Hopkins	**TEXT DESCRIPTION:** "Martin Luther King Jr.: Defender of the Dream" is a biography that chronicles the life of Martin Luther King. "Martin Luther King Jr." is a poem that explains why we celebrate Martin Luther King. **TEXT FOCUS:** Both texts focus on the life and memory of Martin Luther King Jr. These texts connect to the unit focus and help students further define what it means to be a famous American. **MODEL TASKS** **LESSON OVERVIEW:** Students listen to the biography read aloud and read the poem in small groups. They ask and answer questions about both texts. **READ AND UNDERSTAND THE TEXTS:** • First Reading: Read aloud "Martin Luther King Jr.: Defender of the Dream" as students listen. • Class Discussion: Ask students questions so they can demonstrate understanding of the key details in the text. Have students answer the following: o What is the main topic of this text? (RI.2.2) o What are the connections between Martin Luther King Jr. and the other famous Americans that we have read about in this unit? (RI.2.3) Update the class timeline with events from Martin Luther King Jr.'s life. Consider using a different color index card or ink to record events for Martin Luther King Jr. o How did Martin Luther King Jr. use *persistence* to achieve his goal? (RI.2.4) o What reasons does the author give to support the statement, "African Americans living in southern states where segregation was legal began to protest"? (RI.2.8) • First Reading: Have students read the poem, "Martin Luther King Day" in small groups. (RL.2.10)

[46] http://www.readworks.org/sites/default/files/passages/700_us_presidents_abraham_lincoln.pdf

[47] To access the Core Knowledge texts for free, click on the provided link and select "Add File" and then "Your Files." You will need to create a user name and password (which is also free) to download the file for free.

<table>
<tr><th>TEXT SEQUENCE</th><th>TEXT USE</th></tr>
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Class Discussion: Have students work in groups to analyze the language, rhythm, and meaning of the poem to determine a central message. (SL.2.1a-c, SL.2.2) (Teacher Note: The following process is based on the TP-CASTT [48] strategy.)

Analyze the title. Ask students, “What is Martin Luther King Day? Why do we celebrate it?” (RL.2.2, L.2.4a)
Facilitate the class in paraphrasing the poem. Guide students to write the poem line by line in their own words. As they move through the poem, display their interpretation on the board. (RL.2.1, RL.2.2)
As a class describe how words and phrases supply rhythm in the poem. (RL.2.4) Discuss the effect of the language: “Does the language make the poem more interesting? Does it help you understand Martin Luther King Jr.? Does it help you create images in your mind as you read?”. (RL.2.3, L.2.3a, L.2.5b, L.2.6)
Ask students, “Who is the speaker? How does the speaker feel about Martin Luther King Jr.?” (RL.2.6)
Review the title. Ask, “Why is Martin Luther King Day important? Does the title have the same or different meaning than before?” (RL.2.2, L.2.4a)
Ask, “What can we learn about Martin Luther King Jr. and his actions from this poem? What does the speaker want us to know?” Have students write one-sentence on the central message of the poem. (RL.2.2, RL.2.3, L.2.1f)

Second Reading: Read aloud “Martin Luther King Jr.: Defender of the Dream” as students read chorally.[49] (RI.2.10)
Have students create a Biography Chart for Martin Luther King Jr. and place it in the Martin Luther King Jr. section of their Famous Americans Learning Log. (RI.2.1; RI.2.2; RI.2.8; L.2.1a, b, d, e; L.2.2a, c; L.2.6)
<table>
<tr><th>Martin Luther King Jr.</th><th>Answer</th><th>Evidence</th></tr>
<tr><td>What is the person’s birth date and date of death?</td><td></td><td></td></tr>
<tr><td>What is the greatest problem or challenge this person experienced?</td><td></td><td></td></tr>
<tr><td>How did this person help others during and after his/her lifetime?</td><td></td><td></td></tr>
<tr><td>Why is this person famous?</td><td></td><td></td></tr>
<tr><td>What is an important point in this person’s life?</td><td></td><td></td></tr>
</table>

</td></tr>
</table>

[48] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[49] http://www.fcrr.org/studentactivities/F_023b.pdf

TEXT SEQUENCE	TEXT USE
	• Word Work: Continue building a vocabulary display[50] that students can rely on in their writing. (L.2.6) o Ask students to locate academic vocabulary words that describe the famous Americans that they have read about in this unit. (e.g., *activists, challenge, humiliating, character*, *movement, freedom, justice*). (RI.2.4) o Discuss with students the meanings of these words not only in this text, but how they can apply to the other Americans read about in this unit. (L.2.4a-c, L.2.5a) o Another option for word work is located on pages 116-117 of the *Domain 12 Read-Aloud Anthology* from Core Knowledge Grade 2 Listening and Learning Strand. (L.2.4d) **EXPRESS UNDERSTANDING:** • Independent Writing: Have students use the Biography Chart to write a one-paragraph informative summary of the life of Martin Luther King Jr. Ask them to write the paragraph in the Martin Luther King Jr. section of their Famous Americans Learning Log. (RI.2.1, RI.2.2, W.2.2) o Ensure that students introduce the topic, use facts to develop points, and provide a concluding statement. o Place students into pairs and have them swap their summaries. o Ask each partner to compare the writing against the Biography Chart and the timeline to ensure the accuracy of the included information. (W.2.8) o Prompt pairs to check for proper grammar and usage, capitalization, punctuation, and spelling. Provide a review checklist[51] or refer students to a proofreading anchor chart[52]. (W.2.5, SL.2.1a, L.2.1a-f, L.2.2b-e, L.2.6)
LESSON 9: *50 American Heroes Every Kid Should Meet,* Dennis Denenberg Independent reading text for research	**TEXT DESCRIPTION:** This text provides a biographical overview of the life and work of 50 famous Americans, many of whom are also highlighted in *Lives: Poems About Famous Americans*. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

[50] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[51] http://www.thecurriculumcorner.com/wp-content/pdf/2icanlanguage.pdf
[52] https://www.pinterest.com/sweney/writing-anchor-charts/

TEXT SEQUENCE	TEXT USE
LESSON 10: *Lives: Poems About Famous Americans,* selected by Lee Bennett Hopkins	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

APPENDIX

Grade-specific standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words[27].
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

[27] Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Writing

Text Types and Purposes[28]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[28] These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LOUISIANA **K-2** ENGLISH LANGUAGE ARTS STANDARDS

College and Career Ready Students in REading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the expectations of the English language arts/literacy standards for reading, writing, speaking, listening, and language.

They demonstrate independence.
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.
Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.
Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. ***Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.***

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[29] (This does not include CVCs ending with /l/, /r/, or /x/.)
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

[29] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

WRITING STANDARDS

The following standards for offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in *In Common: Effective Writing for All Students*.

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. Begins in grade 3.

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

9. Begins in grade 4.

Range of Writing

10. Begins in grade 3.

SPEAKING AND LISTENING STANDARDS

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE STANDARDS

The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Print many upper- and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. Begins in grade 2.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS

READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support read informational texts appropriately complex for grade 1.

READING STANDARDS FOR FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

The following standards for offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in *In Common: Effective Writing for All Students*.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. Begins in grade 3.
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. Begins in grade 4.

Range of Writing

10. Begins in grade 3.

GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS

SPEAKING AND LISTENING STANDARDS

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation.

LANGUAGE STANDARDS

The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., during, beyond, toward).
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. Begins in grade 2.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Use frequently occurring affixes as a clue to the meaning of a word.
   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS

READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

8. (Not applicable to literature)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

8. Describe how reasons support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

1. Mastered in grade 1.

Phonological Awareness

2. Mastered in grade 1.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b. Know spelling-sound correspondences for additional common vowel teams.
    c. Decode regularly spelled two-syllable words with long vowels.
    d. Decode words with common prefixes and suffixes.
    e. Identify words with inconsistent but common spelling-sound correspondences.
    f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read on-level text with purpose and understanding.
    b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

The following standards for offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in *In Common: Effective Writing for All Students*.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

4. Begins in grade 3.

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8. Recall information from experiences or gather information from provided sources to answer a question.

9. Begins in grade 4

Range of Writing

10. Begins in grade 3.

SPEAKING AND LISTENING STANDARDS

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by linking their comments to the remarks of others.
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).