

Pre-K–K Literacy

Participant Manual

Tennessee Department of Education | 2016 Regional Educator Summit



Welcome, Participants!

We're excited to welcome you to this summer's **Regional Educator Summit**. We're impressed by your desire for professional learning and growth, and we hope you find this course productive and inspiring. As you engage in this training content over the next two days, we hope you make many connections to your own classroom practice. We look forward to hearing about the ways you implement this course content in the upcoming school year!

We are also proud to share that the content of this training was developed **by Tennessee educators, for Tennessee educators**. We believe it's important for professional development to be informed by current educators, who work in schools with students daily.

In particular, we'd like to thank the following educators who contributed to the creation and review of this content:

Content Developers

- Margaret Bright – Teacher, Loudon County Schools
- Dr. Rachel Peay Cornett – Interventionist, Rutherford County Schools
- Melody Hobbs – Teacher, Lenoir City Schools
- Misty Mercer – Academic Coach and Reading Specialist, Greene County Schools

Content Reviewers

- JoDee Dotson – Johnson City Schools
- Tiffany Hogan – Johnson City Schools
- Dr. Tracy McAbee – Polk County Schools
- Kimberly Raybon – Rutherford County Schools
- Aliya Washington – Metro Nashville Public Schools
- Meg Hood – East TN CORE Office
- Sarah Beth Spray – South Central CORE Office
- Cristy Pendergrass – Upper Cumberland CORE Office

Module 1: Read to be Ready

- **The Read to Be Ready Campaign**.....8
- **Tennessee’s Literacy Landscape**.....11
- **A Focus on Building Knowledge**.....19
 - Key Ideas #1, #2, and #3.....20
- **Training Agenda**.....22

Module 2: Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

- **Text Complexity and Why It Matters**.....28
 - Key Idea #4.....32
 - Text Complexity Measures.....33
 - Quantitative Complexity.....34
 - Qualitative Complexity.....34
 - Qualitative Measures Rubric: Literature.....39
 - Qualitative Measures Rubric: Informational Texts.....40
 - Reader and Task Considerations.....41
 - *The Tale of Peter Rabbit*.....47
- **Balancing Measures of Text Complexity**.....50
 - Layering Texts to Balance Complexity: Text Sets.....53
- **High-Quality Texts**.....55
 - Key Idea #5.....65
- **Content-Rich Texts**.....66
 - Key Idea #6.....74
 - Key Idea #7.....76

Module 3: Planning Repeated Interactive Read Aloud Lessons

- **What is a Repeated Interactive Read Aloud?.....82**
- **Learning Vocabulary in Context.....86**
 - Guide to Planning Repeated Interactive Read Alouds.....87
- **Scaffolding Readings and Tasks.....88**
- **Developing Culminating Tasks.....94**
- **Sandwich Foldable.....99**
- **Additional Resources.....111**
 - Blog Post.....111
 - Culminating Task Ideas.....113
 - Internet Resources.....114

Module 4: Creating Text Sets that Build Knowledge and Vocabulary

- **Teaching with Text Sets.....121**
 - Key Idea #8.....121
 - Planning a Text Set.....129
 - Step 1: Choose an Anchor Text and Determine the Enduring Understanding.....129
 - Step 2: Select Additional Texts and Media that Build on the Anchor Text.....131
 - Step 3: Design an Extension Task to Wrap Up the Text Set.....133
 - Step 4: Identify the Standards that will be Taught Through the Text Set.....135
 - Step 5: Revisit, Revise, and Refine the Text Set.....137
 - Blank Text Set Template.....140

Module 5: Fitting It All Together—Designing Your Literacy Block

- Reviewing the Components of Reading.....144
- A Framework for Text-based Instruction.....145
- The 6 Ts of Effective Literacy Instruction.....146
- Working with your Schedule and Curriculum.....148
- Additional Resources.....154

Appendix

- **Module 2**
 - Extra copy of The Tale of Peter Rabbit.....159
 - Exemplar Complex Texts for Read Aloud.....162
 - Resources for Locating High-Quality Texts.....163
- **Module 3**
 - TN ELD Standards for Literary Texts.....165
 - Kindergarten Tennessee Academic Standards for Literary Text.....171
 - Depth of Knowledge Question Stems.....176
 - Question Stems Aligned to Anchor Standards.....177
 - Sample Repeated Read Aloud Lesson Plans.....181
- **Module 4**
 - *Chrysanthemum* Text Set.....207
 - *A is for America* Text Set.....235
 - Transportation Text Set.....260

Module 1: Read to be Ready

[TAB PAGE]

Course of Study

Read to be Ready

Selecting High-Quality and Appropriately-Complex Texts for Read Alouds

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Designing Your Literacy Block

Module 1: Read to be Ready

Objectives

- Review the key messages and goals of the Read to be Ready campaign and reflect on Tennessee's current literacy landscape
- Preview the purpose and objectives of this training and how they connect to and extend past learning

Link to Tennessee Academic Standards

College and Career Readiness Anchor Standards for Reading
Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

TEAM Alignment

- Standards and Objectives
- Questioning
- Teacher Content Knowledge

The Read to Be Ready Campaign

On Feb. 17, 2016, Tennessee Education Commissioner Dr. Candice McQueen, Governor Bill Haslam, and First Lady Crissy Haslam launched the Read to be Ready Campaign. **The Read to be Ready Campaign unites stakeholders across Tennessee in the pursuit of one common, critical goal - by 2025, 75% of Tennessee third graders will read on grade level.** The campaign is driven by five key beliefs:

<p>Early Literacy Matters</p>	<p>A strong start to reading directly impacts a child’s long-term learning and life success. A good start in language and literacy development is a strong predictor of successful literacy achievement in the early grades, reports of fewer literacy difficulties as students move through their academic career, and preparation for lifelong learning. Early literacy activities shared with family members and caregivers are associated with students’ sustained interest and engagement in reading and writing.</p> <p>When children enter school, teachers help students take their early experiences with language to the next level. Realizing the potential of all students to be successful literate learners is at the heart of productive early literacy instruction. A particularly powerful approach is coupling this expectation for student learning with instruction that provides explicit comprehension of texts at varying difficulty levels, meaningful conversations around text ideas, and knowledge and vocabulary building activities.</p>
<p>But, It’s Never Too Late</p>	<p>With quality resources and support, even those students who are not reading on grade level can catch up. Instruction that is research-based and provided by expert educators can reduce students’ reading difficulties and sustain successful reading progress across grades. Additionally, high-quality reading instruction can lead to equitable outcomes for historically underserved populations. Such instruction is differentiated, intensive, and individualized according to students’ reading strengths and needs.</p>

<p>Reading is More than “Sounding Out” Words</p>	<p>Reading is thinking deeply about a text’s meaning and how it builds knowledge of the world around us. Why would we read if not to learn about authors’ ideas and enter new worlds that engage our imaginations, invite our questions, and advance our knowledge? While many students require explicit instruction in word learning skills, they also require explicit comprehension instruction and must develop skills and strategies for deriving meaning, analyzing the logic of argumentation, and generating conclusions and interpretations. If taught well, word learning and comprehension skills and strategies support each other to develop vocabulary, extend language, and enhance knowledge development.</p>
<p>Teachers are Critical</p>	<p>Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers. Expert teachers know their students’ capabilities and needs, and they routinely implement student-centered formative assessments to monitor progress. They provide carefully guided and mentored literacy instruction that engages students in authentic and purposeful reading, writing, listening, and speaking activities. They approach literacy instruction comprehensively, integrating English language arts throughout the curriculum, supporting students’ connections across academic subjects, and building knowledge that is broad-based and useful for solving real-life problems.</p>
<p>It Takes a Community</p>	<p>Because our students do not just learn while they are in the classroom, everyone plays a key role in helping them grow into successful, lifelong learners, readers, and leaders. Parents, educators, businesses, and community members all hold a piece of the puzzle that, if completed, will make Tennessee a better place to live, work, and raise a family.</p>

Discussion

Of the five Read to be Ready beliefs, which stands out most to you? Why?



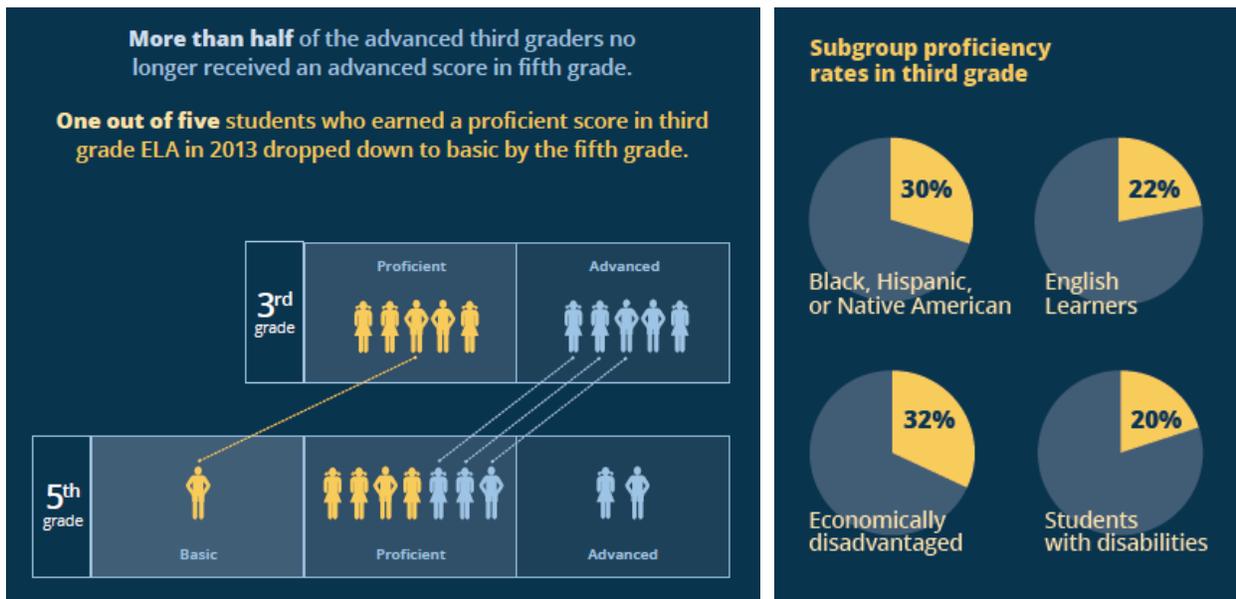
Learn more about the Ready to be Ready Campaign at www.tn.gov/readtobeready

Why Read to be Ready?

Tennessee has made tremendous gains in student academic performance over the past several years – except in reading. Despite educators’ best efforts, reading skills in elementary school learners have failed to improve, and in some cases have even declined.

Overall, **fewer than half of our third and fourth graders are reading on grade level** based on state tests, and more rigorous national assessments suggest that only one-third of our fourth graders are proficient. **Achievement gaps are also striking:** only one-third of economically disadvantaged students and just one in every five of our students with disabilities achieve proficiency by the end of third grade. English learners are not advancing as quickly as their native-speaking peers. On top of that, too often students who start behind stay behind: state data tells us that only three percent of students who test at Below Basic in third grade earn a score of Proficient by grade five.

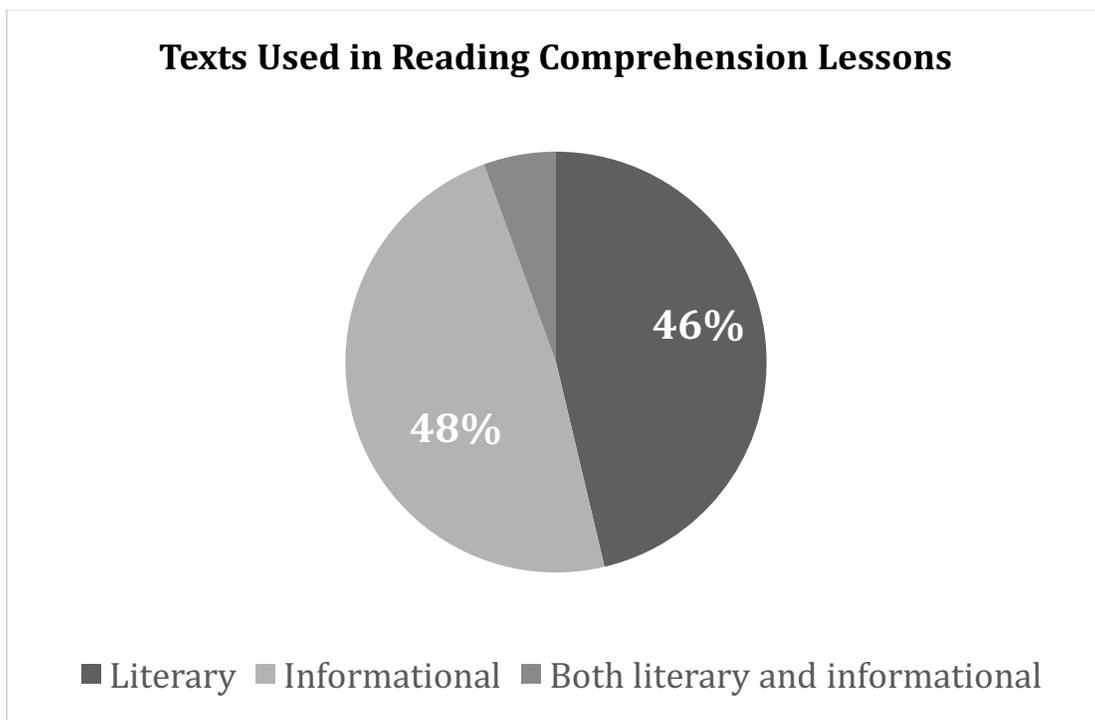
Over the long term, national research shows that **children who are not reading proficiently by third grade are four times less likely to graduate** from high school by age 19. Dropping out of high school severely damages earning and job market appeal, and it impacts chances of leading a healthy and productive life, in addition to increasing odds of incarceration, poverty, and single parenting.



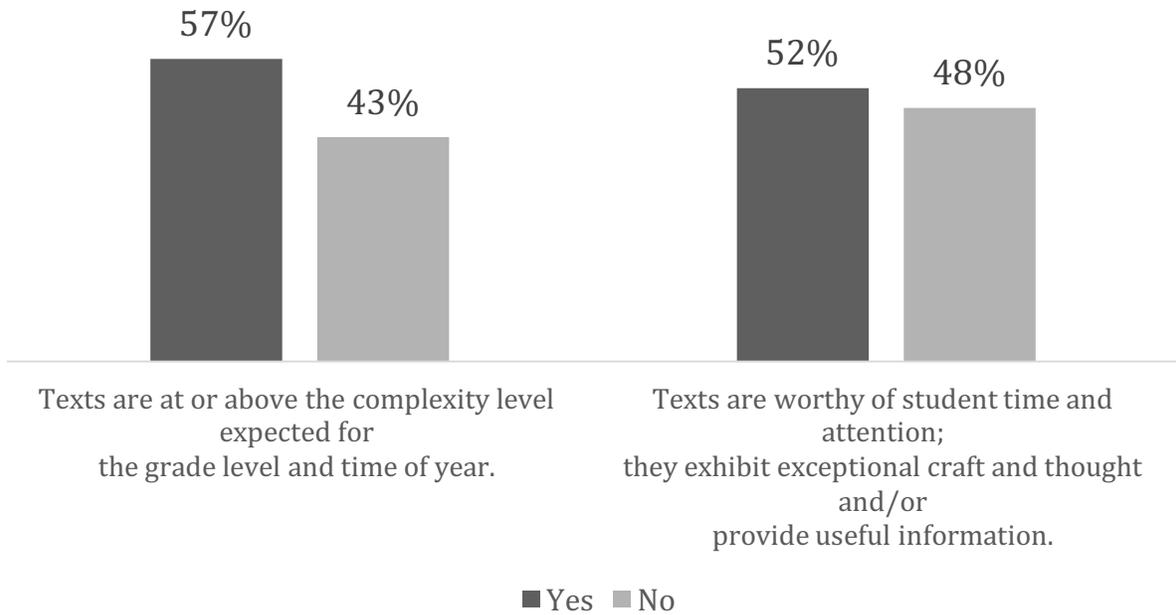
Why Read to be Ready? – Tennessee’s Literacy Landscape

The Tennessee Department of Education partnered with an external research group to conduct a literacy landscape study. The research group observed 112 elementary classrooms across ten different districts that represent the geographic, demographic, and achievement diversity of our state. Below are some findings from their study. As you look through the findings, please record your thoughts and questions.

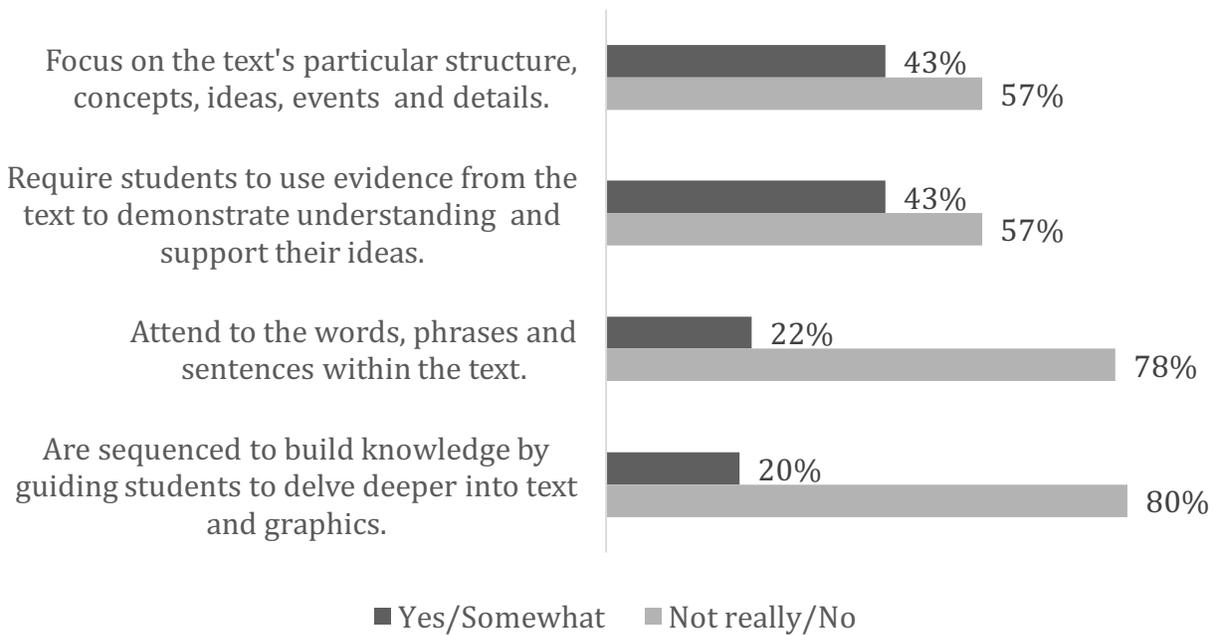
Note: The Tennessee Department of Education is proud of the growth we’ve seen in classrooms. We know it takes time to learn and implement new standards, and it also takes time to make changes to our classroom practice. We want to be transparent about the growth we’re seeing in classrooms, and we’re excited to partner with you as we all continue to learn more about what it takes to fully implement our state’s academic standards.



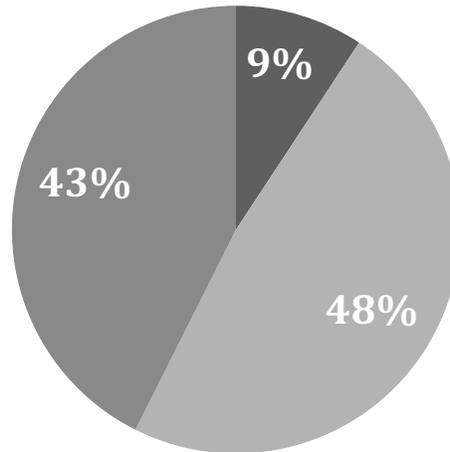
Texts Used in Reading Comprehension Lessons



Questions and Tasks in Comprehension Lessons

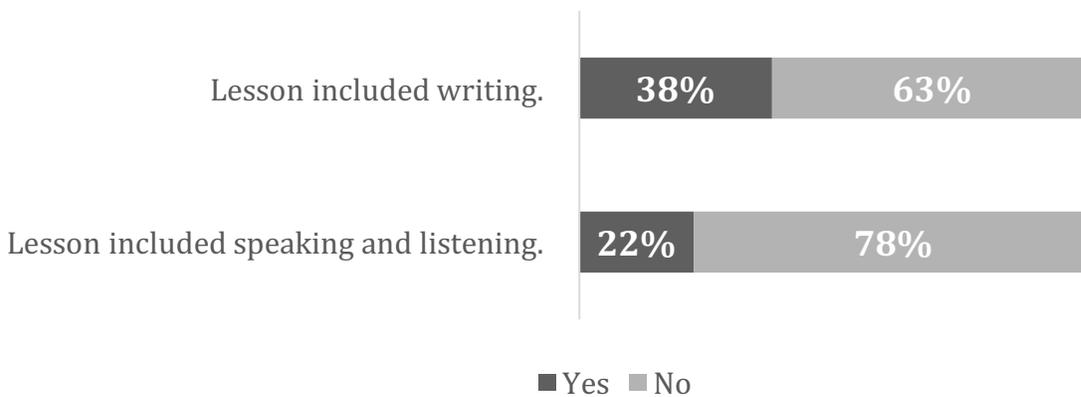


Did students build content or cultural knowledge as a result of this lesson?

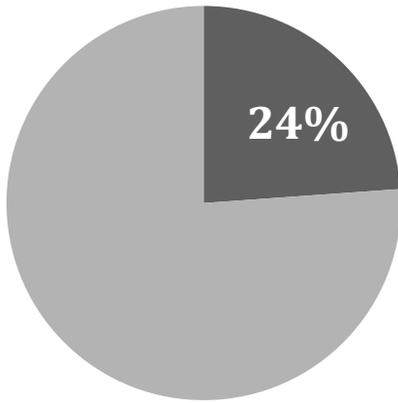


- Yes. This lesson was focused on developing deep knowledge through reading.
- Somewhat. Students may have gained at least some knowledge through this lesson.
- No, students did not gain knowledge in this lesson.

Observed Lessons



Alignment of Student Assignments



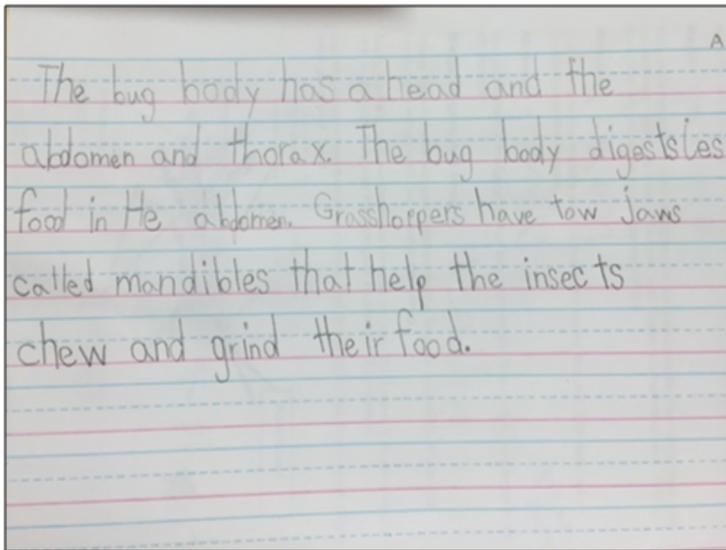
- Excellent/Strong
- Weak/No Alignment

Excellent: The assignment demands are clearly consistent with all aspects of the identified standard(s).

Strong: The assignment is consistent with the most critical aspects of the identified standard(s).

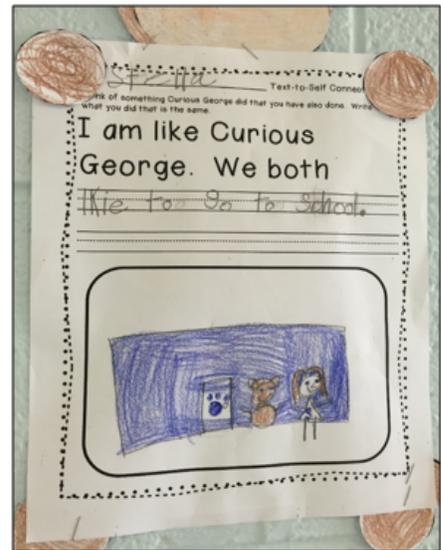
Weak: The most critical aspects addressed in the identified standard(s) are NOT addressed in the assignment.

No Alignment: The assignment demands do not match the identified standard(s).



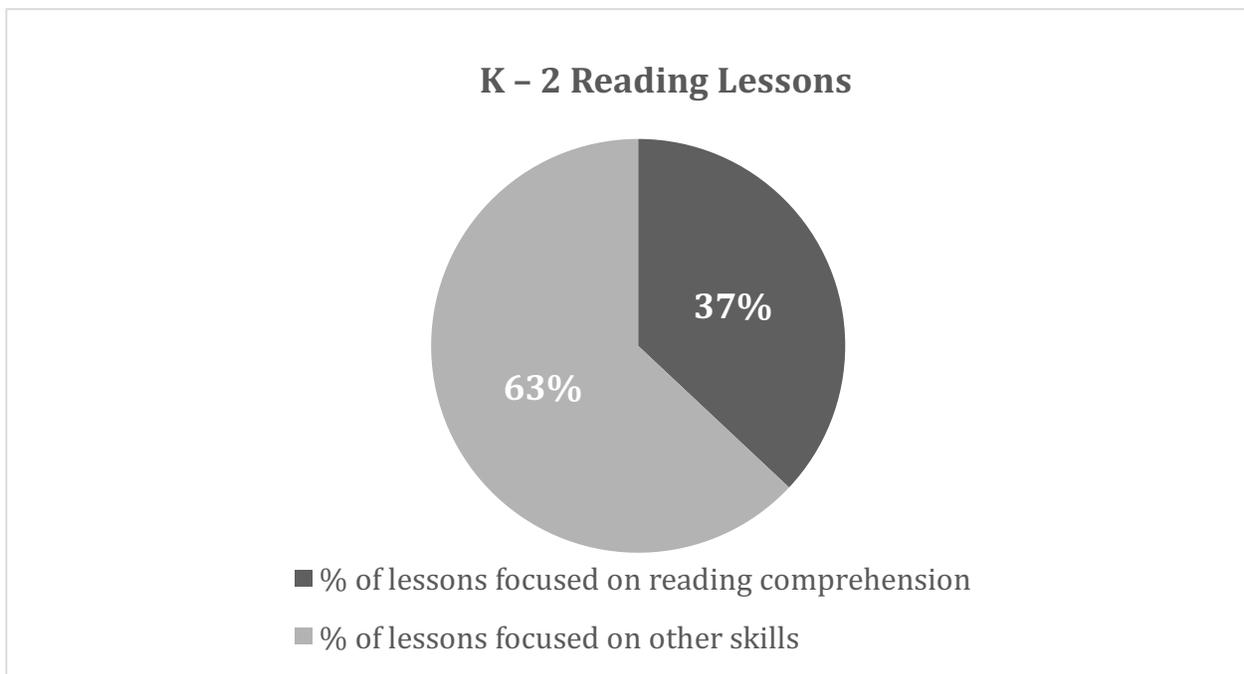
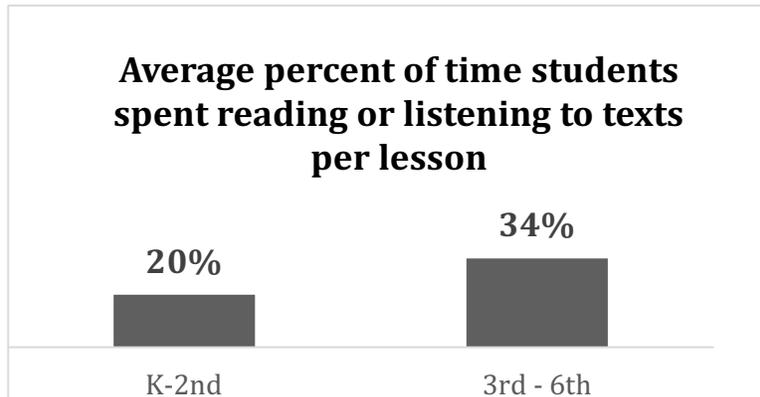
1st Grade, Excellent Alignment

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



1st Grade, Weak Alignment

1.RL.3: Describe characters, settings, and major events in a story, using key details.



Discussion

- What is your reaction to this data?
- Does it match what you see in your school and district?
- Where can we celebrate? Where do we need to improve the most?



Knowledge Matters

Restoring Wonder and Excitement to the Classroom

Top Three Takeaways

1. Some strategies that boost reading scores in the short term are counterproductive long term.
2. Younger grades should be privy to content curriculum if literacy is expected to prosper in later grades.
3. A responsive learning environment for teachers coupled with content-rich curriculum is necessary to improving literacy and vocabulary.

Torrey Palmer is a project director with TNTIP; she supports districts in analyzing, selecting, and implementing curricular resources aligned to college- and career-ready standards. Previously, Palmer was a teacher and teacher leader with Washoe County School District in Reno, Nevada, where she co-created the Core Task Project, a nationally recognized model of professional development to support teachers in understanding and applying the Common Core standards for literacy.

Building Knowledge

How Washoe's Core Task Project Revealed the Key to the Common Core and Reading Comprehension

By Torrey Palmer

As a second- and third-grade teacher in the early 2000s, and a fifth- and sixth-grade teacher in the latter part of the decade, I developed as an educator under No Child Left Behind (NCLB). Like thousands of others during this era, I taught in a large, diverse district where we worked relentlessly to boost graduation rates and close achievement gaps, often on a shoestring budget.* My former district, Washoe County, Nevada, serves 64,000 students. Across 63 elementary schools, 39 percent of the students are Hispanic and 45 percent are white, with the rest being a diverse array. Sixteen percent are English learners and 48 percent receive free or reduced-price lunch. My colleagues and I were committed to ensuring an excellent education for each and every one of them—and we were especially focused on developing proficient readers.

Early on in my 10 years in the classroom, my literacy instruction focused on skills and strategies as learning outcomes. I expected my students to learn certain skills each week, and I built my lessons accordingly. Dictated by my school's basal series, this approach was further reinforced by my district's weekly pacing of target standards. My colleagues and I introduced a skill or standard on Monday, taught the standard throughout the week (often in leveled reading groups), and then gathered data from a common assessment on Friday. The following week we would introduce a new standard while attempting to remediate students who did not perform well the prior week. Not surprisingly, students in the remedial group were largely the same week after week. Common planning time was spent identifying activities or lessons that would enhance the week's focus skill or standard. As expectations for NCLB's "adequate yearly progress" ramped up, we ensured students had sufficient opportunities to practice with assessment question "stems" released by the state.

Though my colleagues and I were meeting regularly and there were many hours of professional learning offered, we never paused to discuss the unintended consequences of our efforts to double down on adequate yearly progress. Teaching reading is complex work. In our well-meaning push to accelerate our students' progress on discrete standards and skills, we were walking further and further away from research-based best practices for improving literacy.

In many ways, this was a product of the context in which we were working. In the NCLB era, standards-based teaching and learning prioritized this focus

* Nevada is ranked 43rd in per-pupil funding.



In our push to accelerate our students' progress on discrete skills, we were walking away from best practices for improving literacy.

on discrete skills, isolating standards, and monitoring for mastery to yield the desired increases on the state and local benchmark assessments. To some degree, this approach worked in Washoe: We made slight gains on state assessments. But those gains were test specific; we'd found ways to obtain small boosts in scores through sustained and targeted test preparation. Our students were not really advancing as critical readers, writers, and thinkers.

In the younger, "untested" grades, teachers were beholden to a basal textbook that, despite offering strong programming in foundational skills, featured low-level texts and emphasized pushing state assessment stems into the primary grades as a means of gaining an additional advantage. This approach failed to provide students sufficient opportunities to master complex language, engage with rich content, or develop academic knowledge and vocabulary.

I ensured my students left second grade able to read. However, I generally did not follow their progress after they left me in June of each year. I didn't often think about how they read in fourth and fifth grades, or how their later achievement was related to my work with them in second grade. *—Debbie Reynolds, second grade teacher*

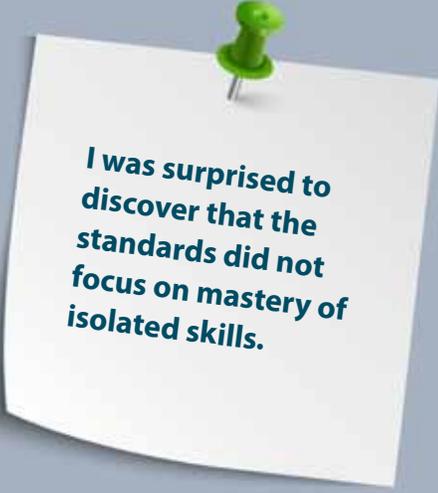
Shifting Toward the Common Core

When Nevada adopted the Common Core State Standards in 2010, I was teaching fifth grade. I was apprehensive about the standards, largely because they felt like one more initiative that we would have to implement with too little time and not enough support. Washoe's district leaders encouraged school administrators and teachers to approach the new standards in the same way we'd worked with the previous Nevada State Standards. Crosswalk documents, released district-wide, offered explicit guidance on where standards had moved under the Common Core, or highlighted subtle changes in language. We spent a huge amount of time analyzing these documents, but the district message was to continue with business as usual: We would focus on one standard at a time to teach reading comprehension.

In our district we had been doing what was called "Skill of the Week," where teachers focused on a single standard or reading skill for that week, assessing for mastery on Friday. *—Aaron Grossman, then a teacher-leader in the district department of Curriculum & Instruction, now a fourth-grade teacher*

It was within this context that I left the classroom, troubled by the deluge of policy mandates that interfered with (rather than aided) effective classroom practice. Frustrated but committed, in 2011 I became a district coach and, eventually, part of the department of Curriculum & Instruction, where my colleagues and I were tasked with rolling out the Common Core State Standards.

Given my experience as a teacher during the early implementation of the Common Core, I was surprised to discover—once I got closer to the standards themselves—that the standards did not focus on mastery of isolated skills. The supporting research for the standards, and the explanations accompanying the standards, called for an integrated approach to literacy instruction, one that prioritizes quality text, use of evidence, and building knowledge. These priorities



I was surprised to discover that the standards did not focus on mastery of isolated skills.



With our basal texts, leveled readers, and assessment stems, we were hardly building any knowledge or vocabulary at all.



What students are reading about, hearing about, and discussing is just as important as which skills they are mastering.

are articulated explicitly in the guidance on instructional shifts as well as in the introduction and appendices of the standards themselves.

What would these new priorities mean in practice? Under the Common Core standards, it is still essential that in the early grades students learn *how* to read (in other words, that they gain the foundational skills that Washoe was already teaching), *and also* acquire a solid foundation of broad content knowledge and vocabulary for later comprehension. With our basal texts, leveled readers, and assessment stems, we were hardly building any knowledge or vocabulary at all. Building content knowledge is an essential element of the Common Core, but in districts across the US it's all too often misunderstood or written off—as it was when my colleagues and I were encouraged to continue focusing only on skill development in our literacy lessons.

Part of the challenge in shifting the paradigm for literacy instruction is that most of us are already assuming that students gain knowledge in school—that they “learn stuff.” Pre-NCLB, many students experienced primarily thematic units in school—lessons that integrated literature, science, history texts, and more, all related to a common theme; however, a challenge with this approach was that there were not common expectations for what students would learn. NCLB sought, critically, to promote equity and introduce some accountability for districts to ensure that students were meeting standards. In the process of implementation, however, many districts—like mine—lost their focus on academic content in the push to build skills. If we were to take the best from the past 25 years, it would be setting clear expectations for student performance *and* helping students meet those expectations with a content-rich curriculum.

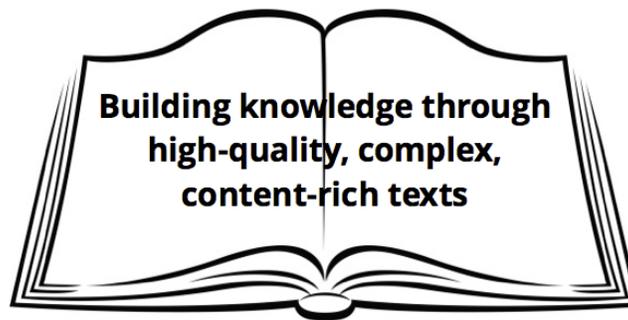
The trend in elementary schools has been to emphasize skills and strategies rather than knowledge acquisition. The topics in the texts don't matter, this idea holds, as long as students have the opportunity to practice the required skills. The research supporting the Common Core standards sought to rectify this—to show that what students are reading about, hearing about, and discussing is just as important as which skills they are mastering. The knowledge students glean in the primary grades serves as a critical foundation for comprehending what they read later on, and indeed, for building the very literacy skills they need to understand any content they're given.

The great reading researcher Jeanne C. Chall introduced the concept of the “fourth-grade slump,” or the deceleration of students' literacy achievement in later elementary grades and onward. The slump is the result of limited vocabulary and lack of exposure to broad content knowledge. It's particularly common among at-risk students in comparison to their more privileged peers, with at-risk children typically having fewer opportunities to learn academic words and concepts at home and at school.

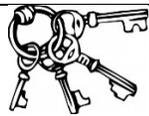
While a content-rich curriculum seems to be an obvious solution, educators would need a collective understanding of why such a curriculum matters and the desired changes we all need to make to get there. In Washoe, this was new territory for all of us.

Key Ideas for this Training

This summer's Regional Educator Summit is an exciting opportunity to learn more about what high-quality literacy instruction looks like and how to make practical changes within our classrooms that improve student learning. The content of this training is aligned to our state's academic standards and is motivated by the results we found in the literacy landscape study. Additionally, the training is organized around one key theme:



Throughout this training you'll also find a series of Key Ideas. These Key Ideas align to the training objectives and represent the most important concepts of this course.



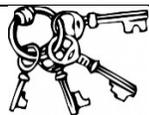
Key Idea #1

All students need regular practice with high-quality, appropriately-complex texts that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



Key Idea #2

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

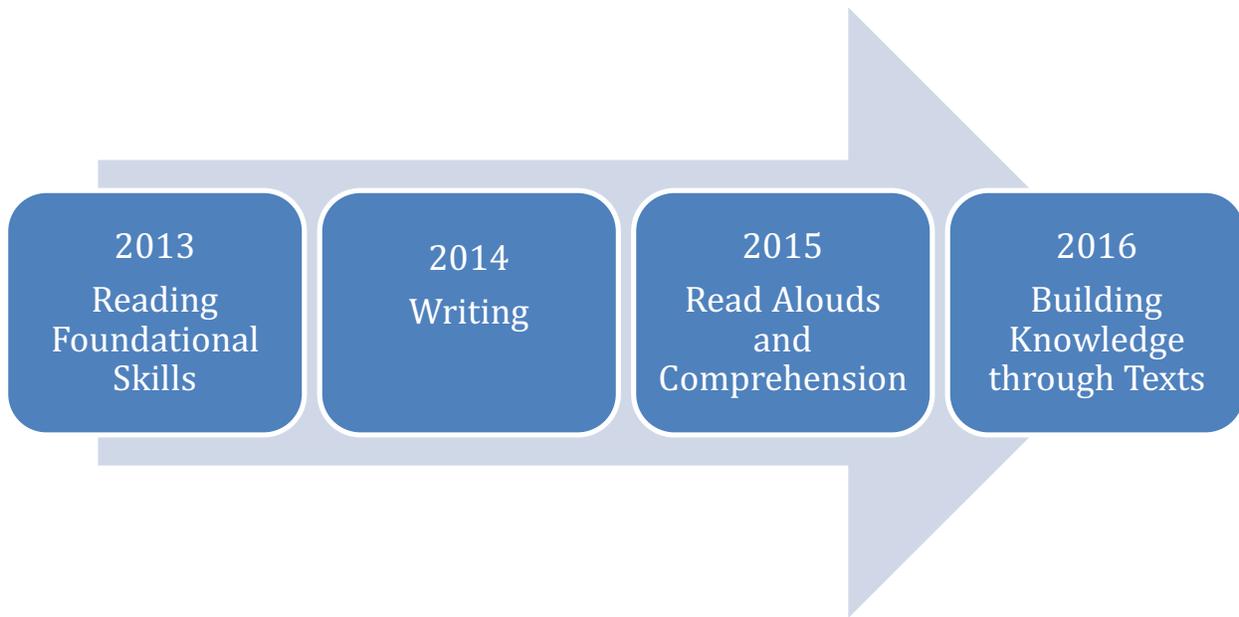


Key Idea #3

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

Connections to Past Trainings

The Tennessee Department of Education has offered training to teachers in early grades literacy since the summer of 2013.



How is this Summer’s Training Different from Last Year’s?

This summer’s training content builds on what we learned last summer. Some topics will be explored more extensively, while some new and related topics will be introduced.

Topics for Review and Extension	New Topics
Measures of text complexity (quantitative, qualitative, reader and task)	Traits that make texts high quality and content rich
What should be included in a read aloud lesson plan (e.g. building background knowledge, vocabulary)	Creating a read aloud lesson plan
Repeated reading and close reading	Creating text sets, sometimes called thematic literacy units, that build students’ knowledge and vocabulary of a focused topic
Culminating tasks	Examining teaching schedules and exploring ways to integrate read alouds and text sets into your current classroom practice

Training Agenda

Day 1	
Time	Topic
7:30-8	Sign in
8-9	Opening and Module 1: Read to be Ready
9-11:15	Module 2: Selecting High-Quality and Appropriately-Complex Texts for Read Aloud
11:15-12:30	Lunch
12:30-4	Finish Module 2 Module 3: Planning Repeated Interactive Read Aloud Lessons

Day 2	
Time	Topic
8-11:15	Module 4: Creating Text Sets that Build Knowledge and Vocabulary
11:15-12:30	Lunch
12:30-3:45	Module 5: Fitting it All Together - Designing Your Reading Block
3:45-4	Closing

Reflection

Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Fitting it All Together – Designing Your Literacy Block

- Which topic or ideas are you most excited to explore?

- What knowledge do you already have about these topics that you can share?

- What questions do you have about these topics? Of the questions you have, which is the most important for you to get answered at this training?

Module 2: Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

[TAB PAGE]

Course of Study

Read to be Ready

Selecting High-Quality and Appropriately-Complex Texts for Read Alouds

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Designing Your Literacy Block

Module 2: Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

Objectives

- Understand measures of text complexity as a basis for analyzing and selecting read aloud texts in the early grades classroom
- Understand the importance of balancing text complexity measures when selecting texts
- Explore characteristics of high-quality and content-rich texts

Link to Tennessee Academic Standards

College and Career Readiness Anchor Standards for Reading
Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

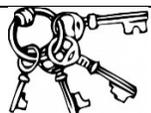
TEAM Alignment

- Teacher Content Knowledge
- Standards and Objectives
- Activities and Materials



Key Idea #1

All students need regular practice with high-quality, appropriately-complex texts that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



Key Idea #3

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

Rationale Surrounding Reading Aloud to Children

“Specifically, reading aloud builds oral language and vocabulary, listening comprehension - a precursor to reading comprehension - content knowledge, concepts about print and alphabet knowledge and phonological awareness. **Equally important, reading aloud is one way we enculturate young children into literacy - helping them acquire the language, values, practices and dispositions of the literate world.**”

- Hoffman, Teal & Yodata, 2015

Activity

Create a list of books that you read aloud to students this past year and the reason(s) why you chose each particular text.

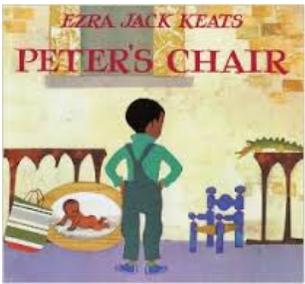
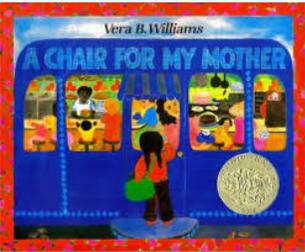
Read Aloud Book Titles	Reason for Selecting

Selecting Texts with Purpose

Before analyzing the text, reflect on the following questions:

- **Does engagement with this text make sense given my current instructional aims?**
- **Is the content of this text appropriate for the age of my students?**

If you answer “no” to either of these questions, consider selecting a different text.

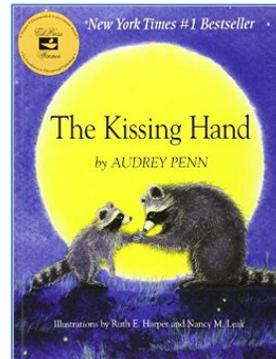
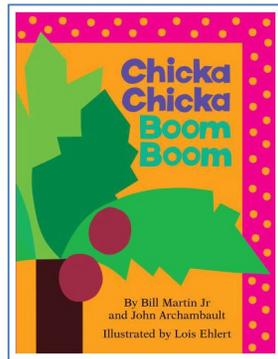
	<p>Does engagement with this text make sense given my current instructional aims? <i>Yes! We're really working on making inferences, and this text gives students many opportunities to make inferences about characters' feelings and actions and how and why they change throughout a story.</i></p> <p>Is the content of this text appropriate for the age of my students? <i>Yes! A handful of my students had younger siblings born recently, so they'll be able to relate to this plot.</i></p>
	<p>Does engagement with this text make sense given my current instructional aims? <i>While this story gives students many opportunities to make inferences, the real power is recognizing the symbolism of the chair. I think we need to scaffold up to this text – maybe in a few months, after lots of practice making inferences and interpreting author's implied meaning, my students will be ready to comprehend and analyze this text.</i></p> <p>Is the content of this text appropriate for the age of my students? <i>The themes of poverty, and even the event of having a house burn down, are pretty serious for young readers. Similar to the previous question, I think this is a wonderfully complex text and my students will be more ready to take it on a little later this school year when they're a bit more mature.</i></p>

Discuss

- Have you ever selected a text and, after review, decided to use it in a different setting or to not use it at all? If so, why?

Text Complexity and Why It Matters

Text complexity is a measure of how challenging a text is for a child at their particular grade level. One of the key shifts of the Tennessee Academic Standards for English Language Arts is that all students must be able to comprehend texts of steadily increasing complexity as they progress through grade levels. By the time they graduate, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in postsecondary and the workforce.



Activity

In a group of four, read the following excerpts about text complexity. Each group member should read one section. Highlight information that is personally impactful. Then, reflect on and discuss the following:

- What is text complexity and why does it does it matter?
- Why is exposing children to complex texts in early grades important?
- How can we expose children to complex texts in ways that are developmentally appropriate?

Section 1

Text Complexity Defined

What is meant by text complexity is a measurement of how challenging a particular text is to read. There are a myriad of different ways of explaining what makes text challenging to read, from the sophistication of the vocabulary employed to the length of its sentences to even measurements of how the text as a whole coheres. Research shows that no matter what combination of factors is considered when defining text complexity, the ability to read complex text is the single greatest predictor of success in college. This finding is true regardless of gender, race, or socio-economic status. The implication is that teaching that focused solely on critical thinking would be insufficient: it turns out that being able to proficiently read complex text is the critical factor in actually understanding complex text.

Yet that same research also shows that while the complexity of text in college and career has remained steady, the complexity of texts students are given in elementary and secondary school has diminished over time. The result is a significant gap between the reading ability of students and what will be expected of them upon graduation—a gap so large that less than 50% of high school graduates are able to read college and career ready complex text independently.

It is undeniable that the challenge of reading complex text is even more taxing for those students who arrive at school unable to read on grade level. Students whose families have less education are exposed less to complex text at home, and hence arrive at school with fewer reading skills than their classmates who have been encouraged to become independent readers. Yet being able to read complex text is critical for success in college and the workplace, and research shows that working with complex text is the only way to gain mature language skills. It is critical that all students develop the skill, concentration, and stamina to read complex texts. The ultimate goal of instruction therefore is to move students in the direction of independent reading at successive levels of text complexity, culminating in college and career ready reading proficiency.

- The Aspen Institute, 2012. Retrieved from files.eric.ed.gov/fulltext/ED541442.pdf

Section 2

Text Complexity Matters

Being able to read complex text critically with understanding and insight is essential for high achievement in college and the workplace (Achieve, 2007, ACT, 2006). Moreover, if students cannot read challenging texts with understanding, they will read less in general, extending the societal effects the Reading at Risk report already documented. If students cannot read complex expository text, they will likely turn to sources such as tweets, videos, podcasts, and similar media for information. These sources, while not without value, cannot capture the nuances, subtlety, depth, or breadth of ideas developed through complex text. Consequently, these practices are likely to lead to a general impoverishment of knowledge, which in turn will accelerate the decline in ability to comprehend challenging texts, leading to still further declines. This pattern has additional serious implications for the ability of our citizens to meet the demands of participating wisely in a functional democracy within an increasingly complex world.

The ACT findings in relation to performance on the science test bear repeating. The need for scientific and technical literacy increases yearly. Numerous “STEM” (Science Technology Engineering Math) programs are beginning to dot the educational map. Yet only 5% of students who did not meet the ACT reading benchmark met the science benchmark. Science is a process, but it is also a body of knowledge. This body of knowledge is most efficiently accessed through its texts. This cannot be done without the ability to comprehend complex expository text. A final thought: the problems noted here are not “equal opportunity” in their impact. Students arriving at school from less-educated families are disproportionately represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door.

- Retrieved from http://achievethecore.org/content/upload/Why_Text_Complexity_Matters.pdf

Section 3

The Importance of Read Alouds

Considerable diversity in children’s oral and written language experiences occurs in these years (Hart & Risley 1995). In home and child care situations, children encounter many different resources and types and degrees of support for early reading and writing (McGill-Franzen & Lanford 1994). Some children may have ready access to a range of writing and reading materials, while others may not; some children will observe their parents writing and reading frequently, others only occasionally; some children receive direct instruction, while others receive much more casual, informal assistance.

What this means is that no one teaching method or approach is likely to be the most effective for all children (Strickland 1994). Rather, good teachers bring into play a variety of teaching strategies that can encompass the great diversity of children in schools. Excellent instruction builds on what children already know, and can do, and provides knowledge, skills, and dispositions for lifelong learning. Children need to learn not only the technical skills of reading and writing but also how to use these tools to better their thinking and reasoning (Neuman 1998).

The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children (Wells 1985; Bus, Van Ijzendoorn, & Pellegrini 1995). High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small group settings appears to affect children’s vocabulary and comprehension of stories (Karweit & Wasik 1996). Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple rereadings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives (Dickinson & Smith 1994; Snow et al. 1995). Snow (1991) has described these types of conversations as “decontextualized language” in which teachers may induce higher-level thinking by moving experiences in stories from what the children may see in front of them to what they can imagine.

- Learning to Read and Write. A Joint Position Statement of IRA and NAEYC, 2008

Section 4

Text Complexity and Classroom Read Alouds

Different approaches to reading aloud in early childhood classrooms have recently garnered increased attention in the United States because of the Common Core State Standards (CCSS). The standards call for all students to engage with complex texts that offer opportunities for higher-level thinking (for a discussion of complex text, see CCSS for English Language Arts, Appendix A [NGA & CCSSO 2010]). Because most children kindergarten through second grade have not yet developed foundational reading skills well enough to independently read complex picture books, read-alouds offer the most robust opportunities for such interactions to occur (IRA 2012).

Read-alouds that engage young children with complex texts rely on interactive discussions focused on interpretations of texts that may vary with the backgrounds, perspectives, and experiences of the children listening. In other words, discussing multiple interpretations of texts helps children realize that there are many possible responses to complex literature. Interactive read-aloud discussions focused on interpretations of complex texts promote basic comprehension and have the potential to extend from basic comprehension to analysis of text elements, integration of ideas to make connections, and critical evaluation of the texts themselves and the ideas in them.

- Hoffman, Teale & Yodota, *Young Children*, 2015



Key Idea #4

In the early grades, children must be exposed to complex texts in order to build strong foundations for high level reading and writing. Because children's independent reading skills are still developing, interactive teacher read alouds create opportunities for children to engage with appropriately-complex texts.

Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

- *Quantitatively complex texts* provide experience with high-level vocabulary, sentence length, and word structure that build a foundation in the continuum towards postsecondary and workforce preparedness.
- *Qualitatively complex texts* present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

1) Qualitative dimensions of text complexity.

In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.

2) Quantitative dimensions of text complexity.

The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

3) Reader and task considerations. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of the subject.

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Appendix A: Research Supporting Key Elements of the Standards

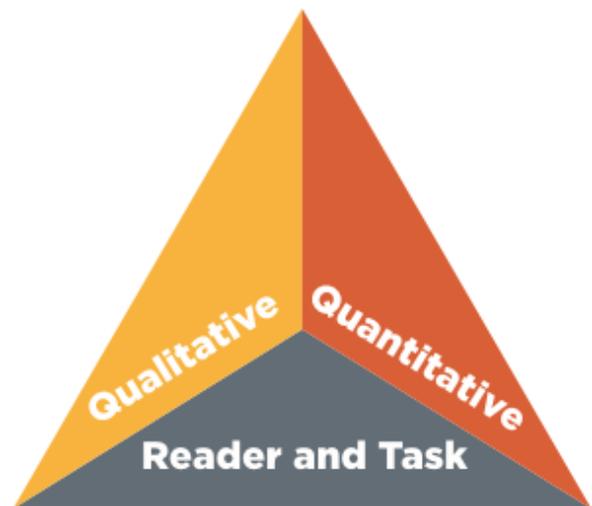
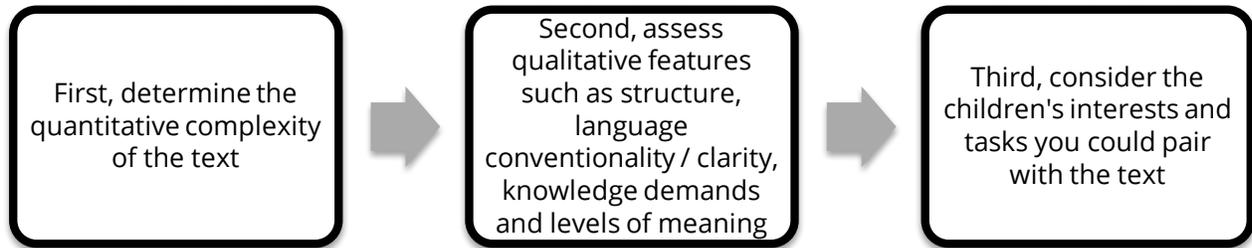


Figure 1: The Standards' Model of Text Complexity

Guidelines for Text Complexity Analysis



First, determine the quantitative measure to place a text in a grade-level band.

Quantitative complexity – such as word frequency, sentence length, and text cohesion – is best analyzed by a computer and is difficult for a human reader to evaluate. There are multiple tools for determining the quantitative complexity of a text (such as ATOS, Degrees of Reading Power, Flesch-Kincaid, The Lexile Framework, SourceRater).

For a read aloud to be quantitatively complex, its lexile should be 1-2 grade levels above students’ current grade level. In early grades classrooms, the lexile may be even more than two grade levels above.

Second, using your professional judgment, perform a qualitative analysis of text complexity to situate a text within a specific grade level.

Qualitative tools measure such features of text complexity as text structure, language clarity and conventions, knowledge demands, and levels of meaning and purpose that cannot be measured by computers and must be evaluated by educators.

Structure. Text structure refers to the ways authors organize information in a text. Structure can range from complex to simple.

Complex Structure	Simple Structure
Implicit and unconventional structure	Well marked, conventional structure
Use flashbacks, flash forwards, multiple points of view, and other manipulations of time and sequence	Sequenced in chronological order
Informational texts that conform to the norms and conventions of a specific discipline (such as an academic textbook or history book)	Informational texts that do not deviate from the conventions of common genres and subgenres

<p>Graphics are complex, provide an independent source of information, and are essential to understanding a text *</p>	<p>Graphics are simple and supplementary</p>
--	--

** Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.*

Language Conventionalty and Clarity. Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as general academic and domain-specific vocabulary).

Knowledge Demands. Texts that make few assumptions about the extent of readers’ life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

Levels of Meaning (literary texts) or Purpose (informational texts). Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author’s literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

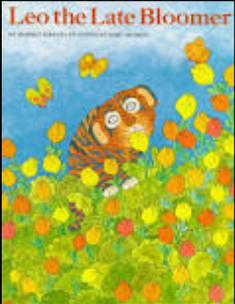
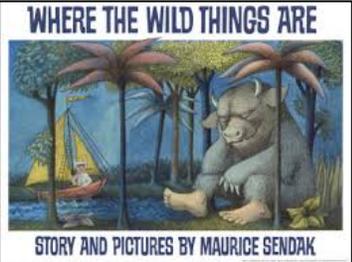
Third, educators should evaluate the text in light of the students they plan to teach and the task they will assign.

Consider possible struggles students might face, as well as brainstorm potential scaffolding to support students in unpacking the most complex features of the text. Reader and Task Considerations enable the educator to “bring” the text into a realistic setting—their classroom.

Some elementary texts contain features to aid early readers in learning to read that are difficult to assess using the quantitative tools alone. Educators must employ their professional judgment in the consideration of these texts for early readers.

- Retrieved and adapted from
www.ccsso.org/Navigating_Text_Complexity

Example: Quantitative Analysis Comparison

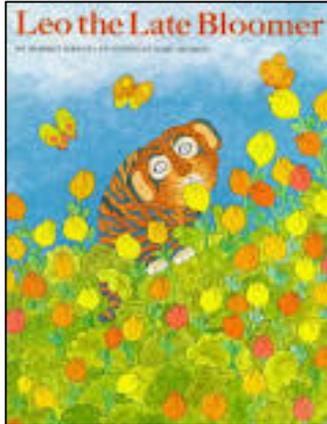
	<p>Lexile: 120</p>	<p>“Leo couldn’t do anything right. He couldn’t read. He couldn’t write. He was a sloppy eater. And, he never said a word. “What’s the matter with Leo?” asked Leo’s father. “Nothing,” said Leo’s mother. “Leo is just a late bloomer.”</p>
	<p>Lexile: AD 740</p>	<p>“That very night in Max’s room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world all around and an ocean tumbled by with a private boat for Max and he sailed off through night and day and in and out of weeks and almost over a year to where the wild things are”</p>

Lexile to Grade Level Correlation

Grade	Independent Reader Measures 25 th percentile to 75 th percentile
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Example: Qualitative Text Analysis

Leo the Late Bloomer by Robert Kraus

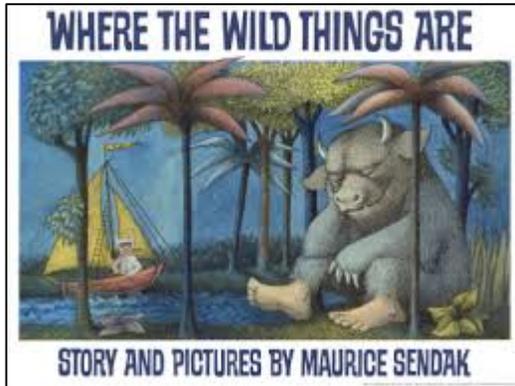


Lexile: 120L
Grade Level Band:
K-1st grade

<p>Levels of Meaning/Purpose</p> <p>The levels of meaning in this text are moderately complex. Leo's slow development is explicitly documented throughout the story, as is his parents' feelings about it. However, the conclusion that everyone learns and grows at their own pace – and that we should all be patient and optimistic about this growth – must be inferred.</p>	<p>Structure</p> <p>The structure in this text is slightly complex. The story is written in a simple, chronological order and the illustrations are highly supportive of the text.</p>
<p>Language Conventinality/Clarity</p> <p>The language conventionality and clarity in this text is moderately complex. There are some sophisticated Tier II vocabulary words, such as <i>sloppy</i>, <i>patience</i>, and <i>neatly</i>. Most language complexity comes from the use of idioms, such as “better late than never” and “in his own good time”, as well as the overall understanding of what “late bloomer” means.</p>	<p>Theme and Knowledge Demands</p> <p>The theme and knowledge demands of this text are moderately complex. The themes of development readiness and parental expectations may be complex for some children. However, the specific knowledge demands are not complex: animal names are familiar, as are the actions of reading, drawing, eating, etc.</p>

Example: Qualitative Text Analysis

Where the Wild Things Are by Maurice Sendak



Lexile: AD740
Grade Level Band:
2nd-3rd grade

<p>Levels of Meaning/Purpose</p> <p>The levels of meaning in this text are very complex. The reader must infer what actually happens to Max, and theme is not explicitly stated.</p>	<p>Structure</p> <p>The structure in this text is very complex. There are multiple manipulations of time and place. Graphics are complex and are essential to understanding the text; the illustrations provide information that is not otherwise available in the text.</p>
<p>Language Conventuality/Clarity</p> <p>The language conventionality and clarity in this text is very complex. Many sophisticated Tier II vocabulary words are used, such as <i>rumpus</i>, <i>mischief</i>, <i>tumbled</i>, <i>private</i>, and <i>gnashed</i>. Dialog is used, and there is some ironic language, such as Max shouting that he'll eat his mother.</p>	<p>Theme and Knowledge Demands</p> <p>The theme and knowledge demands of this text are moderately complex. The theme of imagination may be complex for some children. However, the specific knowledge demands are much less complex: while Sendak creates a fictional world, no prior knowledge of this world is assumed.</p>

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex
TEXT STRUCTURE	TEXT STRUCTURE	TEXT STRUCTURE	TEXT STRUCTURE	TEXT STRUCTURE
<p><input type="radio"/> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</p> <p><input type="radio"/> Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text</p>	<p><input type="radio"/> Organization: May include subplots, time shifts and more complex characters</p> <p><input type="radio"/> Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text</p>	<p><input type="radio"/> Organization: May have two or more storylines and occasionally be difficult to predict</p> <p><input type="radio"/> Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</p>	<p><input type="radio"/> Organization: Is clear, chronological or easy to predict</p> <p><input type="radio"/> Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</p>	<p><input type="radio"/> Organization: Is clear, chronological or easy to predict</p> <p><input type="radio"/> Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</p>
LANGUAGE FEATURES	LANGUAGE FEATURES	LANGUAGE FEATURES	LANGUAGE FEATURES	LANGUAGE FEATURES
<p><input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</p> <p><input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p><input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</p>	<p><input type="radio"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language</p> <p><input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p><input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p><input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</p> <p><input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</p> <p><input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions</p>	<p><input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand</p> <p><input type="radio"/> Vocabulary: Contemporary, familiar, conversational language</p> <p><input type="radio"/> Sentence Structure: Mainly simple sentences</p>	<p><input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand</p> <p><input type="radio"/> Vocabulary: Contemporary, familiar, conversational language</p> <p><input type="radio"/> Sentence Structure: Mainly simple sentences</p>
MEANING	MEANING	MEANING	MEANING	MEANING
<p><input type="radio"/> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</p> <p><input type="radio"/> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</p> <p><input type="radio"/> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</p> <p><input type="radio"/> Life Experiences: Explores several themes; experiences portrayed are common to many readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text.</p> <p><input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text.</p> <p><input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p><input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</p>
KNOWLEDGE DEMANDS	KNOWLEDGE DEMANDS	KNOWLEDGE DEMANDS	KNOWLEDGE DEMANDS	KNOWLEDGE DEMANDS
<p><input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</p>

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

Text Complexity: Qualitative Measures Rubric INFORMATIONAL TEXTS

Text Title _____	Text Author _____	Very Complex	Moderately Complex
Exceedingly Complex	Slightly Complex		
<p>TEXT STRUCTURE</p> <ul style="list-style-type: none"> ○ Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ Text Features: If used, directly enhance the reader's understanding of content ○ Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
<p>LANGUAGE FEATURES</p> <ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Explicit; literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
<p>PURPOSE</p> <ul style="list-style-type: none"> ○ Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> ○ Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated, clear, concrete, narrowly focused
<p>KNOWLEDGE DEMANDS</p> <ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Reader and Task Considerations

After analyzing a text for complexity, consider

1. the needs and interests of the **reader (your students!)**, and
2. the type of **task** that will support students in comprehending the text's meaning(s).

Reader Considerations

- Will my students enjoy this text? Will they find it engaging?
- What will challenge my students most in this text? What supports can I provide?

Task Considerations

What do you want students to demonstrate after reading this text? (e.g. key text understanding, academic vocabulary, fluency, etc.?)

- Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text.

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

- Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text.

How is this text best presented to children and how can this text be used with other texts?

- Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

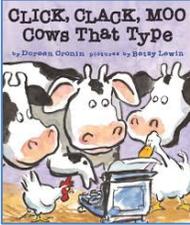
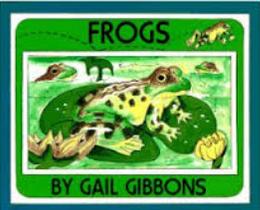
- Retrieved from www.ccsso.org/Navigating_Text_Complexity

Reader and Task Considerations – What is a Task?

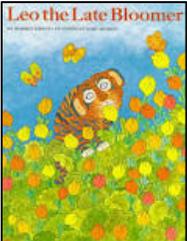
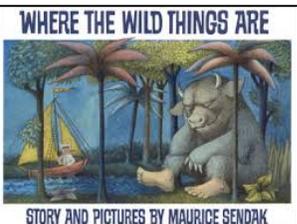
A task is an instructional activity that students complete after reading or listening to a text. An effective task should:

- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, writing, or dramatic play
- Be appropriately complex

Example

Text	Possible Instructional Task
	<p>Draw a timeline that illustrates the sequence of the story. Then, add captions, using specific words from the story to help the reader understand the different events that happened.</p>
	<p>Draw a picture that illustrates the life cycle of a frog. Use specific words you learned from the text to add labels to your illustration.</p>

Practice

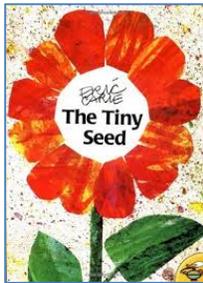
Text	Possible Instructional Task
	
	

Example: Text Complexity Analysis

The Tiny Seed by Eric Carle

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of the home page. Most texts will have a Lexile measure in this database.



400L

The texts that we read aloud should be more complex than what students can read independently. It is recommended that read alouds be **1-2 grade levels above** students' current grade.

2nd -3rd Band 420-820L

4th -5th Band 740-1010L

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex.

<p>Levels of Meaning/Purpose</p> <p>Very Complex. There are multiple levels of meaning in this text - this is a story about the life cycle of a plant and also a tale of perseverance. The theme of perseverance is subtle and is revealed over the entire text.</p>	<p>Structure</p> <p>Slightly Complex. The text is organized clearly and and chronologically. Graphics are used to support and extend the meaning of the text.</p>
<p>Language Conventionalty/Clarity</p> <p>Moderately Complex. There is some figurative language; fairly complex vocabulary, including many Tier II words, such as <i>drowns</i>, <i>shines</i>, <i>drifts</i>, and <i>bends</i>; some complex and varied sentence structure.</p>	<p>Theme and Knowledge Demands</p> <p>Moderately Complex. Some knowledge of seeds, plants, and different types of landforms is helpful in comprehending the text.</p>

3. Reader and Task Considerations

Will my students enjoy this text? Will they find it engaging?

The children in my classroom have demonstrated an interest in the newly sprouted dandelions on the playground. This text will provide children with an appropriately-complex text that provides engaging illustrations, a direct correlation to their growing interest, and an interesting look at the fictional story of a seed.

What will challenge my students most in this text? What supports can I provide?

The main idea of this text is the life cycle of a plant/flower. To provide some background knowledge, I will surround this text with pieces of literature that clearly depict that cycle, as well as identify plant structures. Some of the vocabulary in the text will be unfamiliar to the children, so I will plan for moments of explicit instruction throughout the reads.

How will this text help my students build knowledge about the world?

This text will build knowledge about the life cycle of a plant (flower), and specifically develop an understanding that living things change over time.

How can I connect this text to other texts we've read or will read?

*The children are familiar with texts such as *Pumpkin Pumpkin* (by Jeanne Titherington) that depicts the stages and growth of pumpkin plants from seeds to plants. I will plan to briefly revisit that text, as well as build in new resources. The *Tiny Seed* connects well to the literary text *The Carrot Seed*, and to the informational text *The Mystery Seed*.*

Considering the quantitative measures of complexity, what kinds of tasks would be rigorous and appropriate for my students?

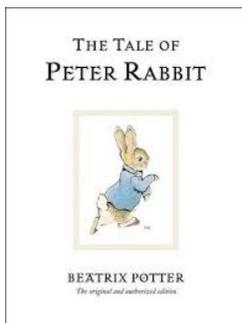
In order to connect this reading to a writing response experience, one task will include illustrating a diagram of a plant (using the text, the informational text, and seed observations for reference). For a deeper look into the text specifically, the children (with adult modeling, guidance and support) will be prompted to use the text to answer the question "What dangers did the seed face and what dangers did the plant face?"

Practice: Evaluating Text Complexity

Complete the text complexity analysis template below using a book you brought. Or, practice with *The Tale of Peter Rabbit* by Beatrix Potter, located on the next few pages and also in the appendix.

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of the home page. Most texts will have a Lexile measure in this database.



AD660 L

The texts that we read aloud should be more complex than what students can read independently. It is recommended that read alouds be **1-2 grade levels above** students' current grade.

2nd -3rd Band 420-820L
4th -5th Band 740-1010L

2. Qualitative Features

Consider the four dimensions of qualitative text complexity below. For each measure, note examples from the text that make it more or less complex.

Levels of Meaning/Purpose	Structure
Language Conventinality/Clarity	Theme and Knowledge Demands

3. Reader and Task Considerations

Will my students enjoy this text? Will they find it engaging?

What will challenge my students most in this text? What supports can I provide?

How will this text help my students build knowledge about the world?

How can I connect this text to other texts we've read or will read?

Considering the quantitative measures of complexity, what kinds of tasks would be rigorous and appropriate for my students?

- Template modified from What Makes This Read Aloud Complex?
Retrieved from achievethecore.org

THE GREAT BIG TREASURY OF BEATRIX POTTER

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits, and their names were—

Flopsy,
Mopsy,
Cotton-tail,
and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.”

“Now run along, and don’t get into mischief. I am going out.”

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy,
and Cotton-tail,
who were good little bunnies, went down the lane to gather blackberries;

But Peter, who was very naughty, ran

straight away to Mr. McGregor’s garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes;

And then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

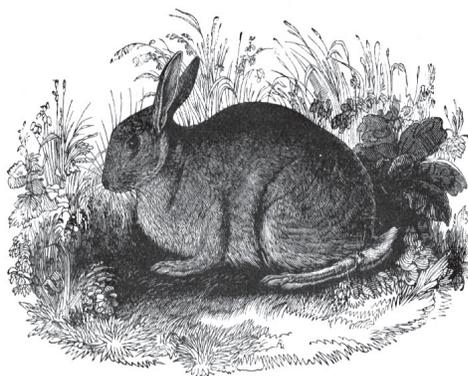
Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief.”

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a goose-berry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some



friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.

And rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the toolshed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed—“Kertyschoo!” Mr. McGregor was after him in no time,

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity—lippity—not very fast, and looking all around.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the

way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he has heard about cats from his cousin, little Benjamin Bunny.

He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole, and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bedtime.”

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

Balancing Measures of Text Complexity

Exposure to appropriately-complex texts is critical for children to develop strong literacy foundations and to build knowledge and vocabulary. However, that doesn't mean that we should just give students hard texts. Texts and tasks must be appropriately complex.

Teachers should be mindful of balancing the three measures of text complexity in a way that is developmentally appropriate and scaffolds expectations for children. For example,

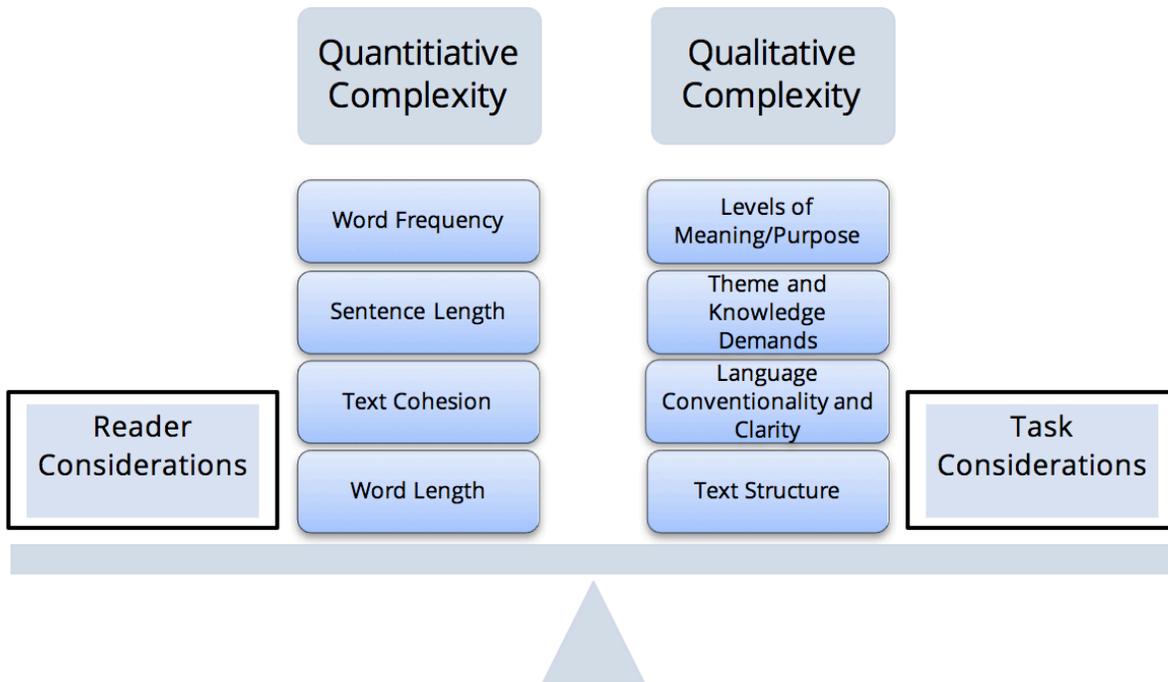
- A teacher may choose a text with **lower quantitative complexity if the qualitative measure is especially complex**, such as a text that addresses complex themes like grief or prejudice, as in *The Story Ruby Bridges* by Robert Coles.
- A teacher may choose a text with **lower qualitative complexity in theme and knowledge if the language is especially complex**, such as a text with sophisticated vocabulary, syntax, or word play, as in *Skippyjon Jones* by Judy Schachnar.
- A teacher may choose a text with **lower qualitative or quantitative complexity if the demand of the task is especially rigorous**, such as analyzing the characters' inferred motivations, writing a parody of the story using the same structure as a mentor text, or comparing and contrasting a series of texts.
- A teacher may choose a **less rigorous task if the quantitative or qualitative measures of the text are especially complex**. For example, a teacher reading *Sadako and the Thousand Paper Cranes* by Eleanor Coerr might choose to focus time on building background knowledge so children understand the setting of post-WWII Japan, a time and place children are unlikely to be familiar with.

Likewise, teachers must be intentional in selecting read aloud texts that diversify reader experience *within* each measure of complexity. Because it is impossible for a single text to meet every complexity measure, teachers must knowingly select a range of texts in order to provide opportunities for children to engage with various types of text complexities across the year.

Discussion

- What does it mean for texts to be appropriately complex?
- Can you think of a text that represents each of the four examples listed above?

Balancing Measures of Text Complexity

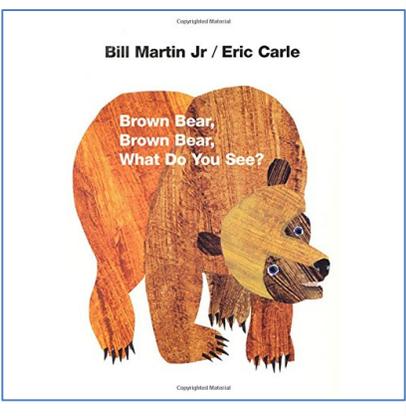


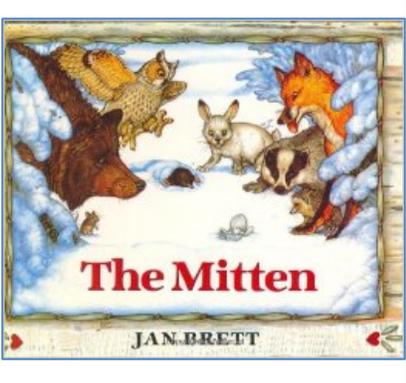
Text Complexity and Purpose for Reading

Engaging students with complex texts is important for developing their knowledge and vocabulary and preparing them for the demands of future grade levels. However, not every text students engage with should be complex. The purpose of the reading activity should inform the type, and complexity level, of the text selected.

Compare the two texts described below and discuss the following questions:

- How are these texts different?
- How would you use these two texts in your classroom? What is the difference in purpose?

	Structure	Conventional structure; predictable rhythm
	Language Conventionality/Clarity	Simple knowledge demands; straightforward
	Knowledge Demands	Moderate knowledge demands
	Levels of Meaning/Purpose	Single level of meaning

	Structure	Conventional structure; complex illustrations
	Language Conventionality/Clarity	Ambiguous language; fairly complex vocabulary and sentence structure
	Knowledge Demands	Cultural elements
	Levels of Meaning/Purpose	Multiple levels of meaning

Layering Texts to Balance Complexity

It is important to consider a variety of text genres and complexities in read aloud experiences with children. By creating **text sets**, teachers can ensure that children are intentionally exposed to a variety of interesting and complex literary and informational texts.

What is a Text Set?

A text set is a collection of related texts organized around a topic, theme, or line of inquiry. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set. The anchor text is often read aloud to students more than once.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

Features of Strong Text Sets

Strong Text Sets	Weak Text Sets
<ul style="list-style-type: none"> • Builds student knowledge around a topic • Meaningful connections to the anchor text • Authentic, rich texts worthy of study • Range of text types (literary and informational) and formats • Supports student achievement through text complexity • Includes texts that represent various forms of complexity • Includes visual media, such as videos, images, maps, timelines, and other graphics or text features. 	<ul style="list-style-type: none"> • Superficial connection or no connection across texts in the set • Only commissioned texts or textbook passages • Focused on one genre or format (unless that set is a genre study) • Text complexity levels are not appropriate for students (too low or too high) • Text set does not represent diverse types of texts or diverse measures of complexity

- Borrowed and adapted from *Guide to Creating Text Sets*, retrieved from www.ccsso.org

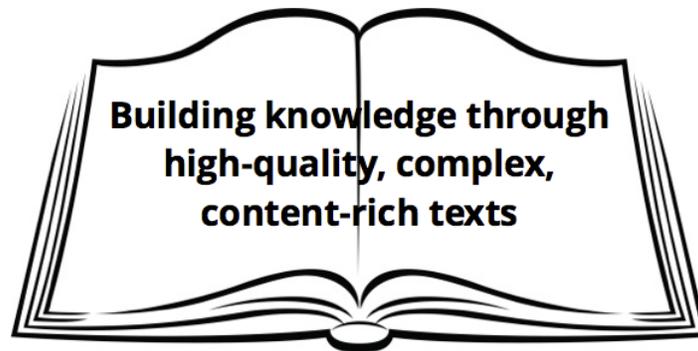
Activity: Exploring Text Sets

As a group, analyze one of the text sets located in the appendix section of this manual. using what we have learned about text complexity as well as the text set strengths and weakness.

Then, discuss the following questions:

- How do these different text sets layer resources to create a balance of text types and complexities?
- What kind of knowledge and vocabulary would students develop as a result of engaging with these texts?

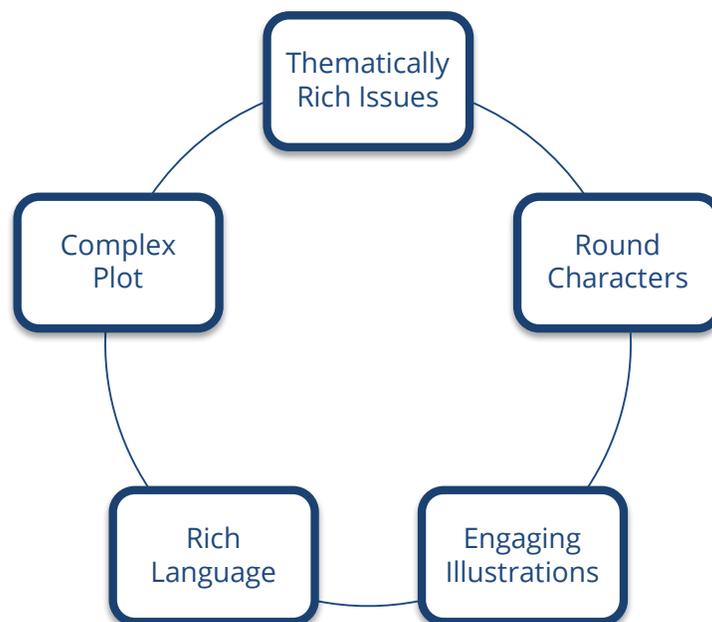
High-Quality Texts



Read an excerpt from the article *The Book Matters! Choosing Complex Narrative Texts to Support Literacy Discussion*. Specifically, read the section titled “Characteristics of literature that support complex processing in read-aloud discussions” (annotated with a star).

As you read, consider the following questions:

- What does it mean for a text to be high-quality?
- How do these characteristics of high-quality literature help children build knowledge and become better readers?



It's Elementary!
Supporting
Literacy in the
Primary Grades

Jessica L.
Hoffman, William
H. Teale, and
Junko Yokota



Kindergarten Through Grade 2

The Book Matters! Choosing Complex Narrative Texts to Support Literary Discussion

VIRTUALLY ALL TEACHERS IN THE early grades value reading aloud as an essential classroom literacy practice. Decades of research document that reading aloud to kindergartners through second-graders promotes development of early literacy skills and establishes a foundation for positive attitudes toward literacy (Van Kleeck, Stahl, & Bauer 2003; Trelease 2013).

Specifically, reading aloud builds oral language and vocabulary (e.g., Hargrave & Sénéchal 2000; Wasik & Bond 2001; Blewitt et al. 2009), listening comprehension—a precursor to reading comprehension (e.g., Brabham & Lynch-Brown 2002; Zucker et al. 2010)—content

knowledge (Pappas & Varelas 2004; Hoffman, Collins, & Schickedanz 2015), concepts of print (Piasta et al. 2012), and alphabet knowledge and phonological awareness (Aram 2006; Brabham, Murray, & Bowden 2006). Equally important, reading aloud is one way we enculturate young children into literacy—helping them acquire the language, values, practices, and dispositions of the literate world (Heath 1983).

Interacting with complex texts through read-aloud discussions

Not all read-alouds are created equal, however. Different approaches to reading aloud in early childhood classrooms have recently garnered increased attention in the United States because

© Ellen B. Semisi

of the Common Core State Standards (CCSS). The standards call for all students to engage with complex texts that offer opportunities for higher-level thinking (for a discussion of complex text, see CCSS for English Language Arts, Appendix A [NGA & CCSSO 2010]). Because most children kindergarten through second grade have not yet developed foundational reading skills well enough to independently read complex picture books, read-alouds offer the most robust opportunities for such interactions to occur (IRA 2012) (see “Literacy Instruction With Complex Literature Aligned With Common Core State Standards”).

Read-alouds that engage young children with complex texts rely on interactive discussions focused on interpretations of texts that may vary with the backgrounds, perspectives, and experiences of the children listening. In other words, discussing multiple interpretations of texts helps children realize that there are many possible responses to complex literature. Interactive read-aloud discussions focused on interpretations of complex texts promote basic comprehension and have the potential to extend from basic comprehension to analysis of text elements, integration of ideas to make connections, and critical evaluation of the texts themselves and the ideas in them.

Read-aloud discussions that include complex processing of texts by young children have been considered in terms of children’s literary understanding (Sipe 2000, 2007; Pantaleo 2007; Hoffman 2011), and in studies of children’s development of critical literacies (Vasquez 2010) and multiliteracies (Crafton, Brennan, & Silvers 2007).

Literacy Instruction With Complex Literature Aligned With Common Core State Standards

Below are two examples, using books discussed in this article, of ways teachers can incorporate strategies for choosing and sharing complex literature with young children in instruction, as specified in the K–5 College and Career Readiness anchor standards corresponding with CCSS (NGA & CCSSO 2010).

Reading Standards for Literature 6: Assess how point of view or purpose shapes the content and style of a text.

In Bob Graham’s *April and Esme, Tooth Fairies*, the story is conveyed in ways that clearly communicate the sense of awe felt by the young tooth fairies their first assignment without their parents, and the anxiety felt by the parents when they allow their children to go out on their own for the first time. Teachers can help students consider these differing points of view. During the first read-aloud of the book, support basic comprehension of the language, visuals, and plot. Follow up a day or two later with a second reading in which students are asked at different places in the text to consider whose point of view is represented and how it impacts the story—for instance, “How do April and Esme’s parents feel about them collecting a tooth alone?” “How do April and Esme feel about going out without their parents?” Students should also consider how the story might be different if it was told from only one point of view (the viewpoint of the girls or that of the parents). Teachers might even guide students to interactively rewrite part of the story from a single point of view to see how it differs from the original. Questions similar to these will guide students’ consideration of differences in points of view of characters. With continued experience, children will build toward interpretation of how point of view contributes to the content and style of texts.

Reading Standards for Literature 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Maurice Sendak’s *Where the Wild Things Are* strongly demonstrates the way visuals and text work collaboratively to convey a story. To guide children’s interpretations of the relationship between visuals and text, teachers can ask children to first examine the illustrations without reading the text and tell the story as they see it. Encourage them to go beyond the plot to consider mood, setting, and theme. Then, read the text to children without showing them the illustrations. Discuss what roles the text and illustrations separately have in contributing to understanding the whole story. For example, consider instances where the text and image are conflicting, such as when the image of friendly-looking Wild Things is paired with the text “roared their terrible roars and gnashed their terrible teeth.” Examine how the illustration becomes increasingly prominent and dominates the pages as the story develops, but then quickly diminishes after the climax and words alone remain at the story’s resolution. Discussions like these will support children’s evaluation of text, a complex literacy skill.

About the Authors

Jessica L. Hoffman, PhD, is an instructional coach for K–2 Literacy in Winton Woods City School District in Cincinnati, Ohio. Jessica has worked in early childhood education as a classroom teacher, researcher, teacher educator, professional development provider, and literacy coach. Her work focuses on supporting higher level literacies in early literacy instruction. JLhoffman9@gmail.com

William H. Teale, EdD, is a professor of education, university scholar, and director of the Center for Literacy at the University of Illinois at Chicago. His work focuses on early literacy, the intersection of technology and literacy, and children’s literature. wteale@uic.edu

Junko Yokota, PhD, is director of the Center for Teaching Through Children’s Books, and professor emerita at National Louis University. Her research focuses on multicultural literature, international literature, digital literature, and how children learn through literature. jkokota@nl.edu

Why the Book Matters for Literary Discussion in the Early Grades

To illustrate how children and teachers might interact in literary read-alouds, we present a portion of a read-aloud discussion about *Jamela's Dress* that was observed in Ms. Maddox's kindergarten classroom. Anticipating that her students may not readily relate to the situations in the text, Ms. Maddox scaffolded the children's learning by linking an experience the children understand with the experience and emotions of Jamela's mother. The resulting connection to Jamela's mother was crucial to the children's ability to interpret the broader implications of Jamela's actions and thus supported their attempts to interpret the complex meanings throughout the reading.

A look at a read-aloud discussion of complex text

Ms. Maddox: The story opens with Jamela and her mother shopping for fabric. (Ms. Maddox reads.) "Mama was very pleased with the new material she'd found. She had worked hard to earn the money for it." (Ms. Maddox pauses.)

Ms. Maddox: Have any of you ever worked hard or done something around the house so you could earn something?

Hannah: I did it. I did it.

Ms. Maddox: What have you done, Hannah?

Hannah: I cleaned the refrigerator.

Ms. Maddox: So when you clean the refrigerator, do you earn something?

Hannah: nods yes.

Ms. Maddox: What do you earn?

Hannah: A dollar.

Ms. Maddox: You earn a dollar. So, have you ever, when you clean the refrigerator and you earn all these dollars, do you ever go out and buy yourself anything special?

Hannah: Yes.

Ms. Maddox: What's something special that you bought before?

Hannah: Um, clothes for my toys.

Ms. Maddox: Clothes for her toys, which I'm guessing is probably one of your dolls. So, Hannah can relate to this. She said she worked really hard at home cleaning out the refrigerator, and she earns money for it, and when she earns money for it, she goes out and she buys herself something special which is clothes for her dolls.

Ms. Maddox continues reading the story. She and her class discuss other characters and events. Toward the climax of the story, just as Jamela's mother is about to discover that Jamela has ruined her material, Ms. Maddox pauses again to prompt students' connections to the character of Jamela's mother.

Ms. Maddox: Hannah, let's go back to you. Do you remember how you said you worked hard cleaning out the refrigerator to get dollars, and you take those dollars and you buy clothes for your doll? . . . How would you feel if [your sister] came in your room and took those doll clothes that you worked so hard for and destroyed them?

Hannah: I would be mad.

Ms. Maddox: You would be mad? (to the whole group) How do you think Jamela's mama's going to feel?

Children: Mad, happy, mean, sad (many talking at once).

Ms. Maddox: Mean. Sad. Happy.

James: I think she feel like this (pretends to faint).

Dion: Yeah, he's right. I agree.

Ms. Maddox: I think she's gonna be, not mean, but probably a little bit upset.

Through the discussion in this example, the teacher's questioning developed her students' connection to a character, prompting them to relate a student's experience to the character's emotions at significant points in the text where skilled readers make such connections.

These studies reveal how teachers and 5- to 8-year-old children can work collaboratively to construct multilayered interpretations of texts in read-alouds (see “Why the Book Matters for Literary Discussion in the Early Grades”).



Characteristics of literature that support complex processing in read-aloud discussions

Although *how* to read is a frequent topic of studies in the read-aloud literature, much less often researched is the issue of *what* to read—how the quality of literature impacts the quality of the read-aloud discussion (Teale, Yokota, & Martinez 2008). Essentially, some children’s books provide

more to think and talk about than others. To help children process complex texts in read-aloud discussions, it is important for teachers to first choose texts that can support complex interpretations. Although this article focuses on choosing high-quality narrative literature or stories, similar principles apply to selecting informational books. Appropriate narratives for young children contain accounts of connected events that typically surround a central problem and lead to a resolution.

The following sections outline characteristics of high-quality narrative children’s literature to guide teachers’ selections of texts. For each characteristic, we begin with a definition and explanation, followed by an exemplar text.

Resources for Locating Complex Children’s Literature

Associations and centers book lists	
American Library Association—Recommended Reading www.ala.org/tools/libfactsheets/alalibraryfactsheet23#children	American Library Association—Notable Books www.ala.org/alsc/awardsgrants/notalists/ncb
International Literary Association—Choice Books List www.reading.org/resources/tools/choices.html	Barahona Center for the Study of Books in Spanish for Children and Adolescents https://chicanolitbib.wordpress.com/2007/12/02/barahona-center/
Children’s literature review journals, best/notable lists, blogs, and reviews	
<i>HornBook</i> www.hbook.com/category/choosing-books/reviews/#_	<i>Kirkus Reviews</i> www.kirkusreviews.com/
<i>Booklist</i> www.booklistonline.com/book-reviews	<i>Publishers Weekly</i> www.publishersweekly.com/pw/reviews/
<i>School Library Journal</i> www.schoollibraryjournal.com/article/CA6703692.html	
Newspapers— children’s book reviews	
<i>The New York Times</i> www.nytimes.com/column/childrens-books	<i>The Washington Post</i> www.washingtonpost.com/entertainment/books/
Book enthusiast social media sites	
Goodreads www.goodreads.com	Shelfari www.shelfari.com
LibraryThing www.librarything.com	
School libraries’ collection development/selection tool	
Titlewave: Collection Development by Follett www.titlewave.com	
Children’s literature databases	
See public or school libraries for access information	
Children’s Literature Comprehensive Database www.clcd.com/#/welcome	NoveList www.ebscohost.com/novelist



The exemplar texts include all of the characteristics of quality narrative literature. In the interest of space, we use each book selection to illustrate a single characteristic. We also present online and print resources to help teachers find and select complex children’s literature (see “Resources for Locating Complex Children’s Literature”).

Thematically rich issues

Theme is a broad, overarching idea in a text that is usually communicated implicitly through multiple features of the narrative, including plot, character, character actions, dialogue, and setting. Theme is considered a central literary element of narrative, and thus discussion of theme is important in building young readers’ capacity to understand narratives as more than sequences of events. In some cases, the theme may be expressed as a moral, but many books appropriate for children kindergarten through second grade express themes in more subtle and multifaceted ways, much like literature for older children and adults. Because theme is abstract and implicit, readers must engage deeply with a book to consider theme and will often interpret different themes within the same text.

One book with rich thematic possibilities implied through character and plot is *The Empty Pot*, by Demi (1990). In this book, the aging emperor of China announces that the next emperor will be the child who grows a seed in a year’s time. Children from all over China come to receive their seed from the emperor. A year later, they return with their flowering plants—all except Ping, who, despite his best efforts, has been unable to grow anything at all. It turns out the emperor had cooked all the seeds before distributing them. Ping, the only honest child to come before the emperor, is rewarded with an appointment as the next emperor.

The following are examples of themes in this story:

- **Sense of self.** Ping experiences both shame and pride when he goes before the emperor.
- **Doing one’s best.** Though Ping appears to be unsuccessful at fulfilling the emperor’s task, he does not give up.
- **Honesty.** Despite feeling incompetent, Ping brings his empty pot before the emperor amidst a sea of children with beautiful flowering plants.

Round characters

High-quality narratives include round characters—characters who are dynamic, changing, and malleable. In contrast, flat (stock) characters are stable, fixed, and unresponsive to differences in particular events or characters. In other words, round characters are like real people—they act, think, and speak differently depending on the immediate context.

Discussion of theme is important in building young readers’ capacity to understand narratives as more than sequences of events.

Kevin Henkes is a master of character development in children’s books. In his book *Lilly’s Purple Plastic Purse* (1996), readers are introduced to a girl-mouse character with a new purse who is quite self-absorbed. Lilly cannot wait to show the other children at school the purple purse, but when she shares it with them at an inopportune time, her teacher takes the purse away and says he will keep it until the end of the day. Lilly grows despondent at having her prized possession confiscated and then becomes increasingly enraged at being put in time-out. By the end of the day she is furious with her teacher, even drawing a picture depicting him as a monstrous figure. However, when her teacher hands her the purse as she leaves for the day, Lilly finds a note and treats from the teacher inside it and suddenly realizes how “small” she feels. Thus, Lilly is depicted as a round character who exhibits a range of emotions and also grows through her experience. As she becomes less self-centered, she learns to temper her emotions and behavior more appropriately for the social situation.

Engaging, complex illustrations

Narrative picture books are a unique form of narrative literature in that they construct meaning through the interaction between text and illustrations. High-quality narrative picture books involve an artful, synergistic blending of text and illustration in which the meaning from the text and the illustrations are interconnected so that the

whole is greater than the sum of its parts. This complex relationship between text and illustration is known as transmediation, and it demands constant construction and reconstruction of meaning from text to image and back (Sipe 1998). Research on children’s use of illustrations to construct meaning in picture books during teacher read-alouds has demonstrated that even young children are quite capable of transmediating text and image, especially when supported by the teacher (Sipe & Bauer 2001; Sipe 2007).

High-quality narrative literature includes rich and mature language—words and phrases that develop complex meaning and imagery for the reader.

The book *April and Esme, Tooth Fairies*, by Bob Graham (2010), is a sophisticated example of how an author artfully combines words and illustrations to create a rich, sophisticated narrative. This fantasy book depicts the first time two young tooth fairies exchange a lost tooth for a coin. Graham’s story begins before the title page, as 7-year-old tooth fairy April is shown on her cell phone. The text, which provides her side of the conversation, indicates

a request to pay a tooth fairy visit to the caller’s grandson, Daniel. April, thrilled beyond belief to be asked, convinces her (ponytailed) father and her (tattooed) mother that she and her younger sister Esme are up to the task. After a number of tense moments on the mission to collect Daniel’s tooth and deliver the coin, the sisters prevail and return home, travelling across a dangerous highway, to excited and proud parents.

Throughout the book Graham creates a subtle interplay between text and illustration. Good examples of this are the three double-page spreads in the book depicting the formidable highway, with its constant string of huge, fast-moving 18-wheelers, contrasted with the tiny tooth fairy cottage and the almost minuscule tooth fairies. In one illustration the parents are shown in the lower left corner of the page while April and Esme hover in the upper right corner, framed by the white moon, “lift(ing) off into the night.” Large trucks loom between these two images. The visual contrast effectively conveys the scale and danger of April and Esme’s mission.

Rich language

High-quality narrative literature includes rich and mature language—words and phrases that develop complex meaning and imagery for the reader. Such text introduces

Prepare young children for language and literacy success with 16 months of research-based tips

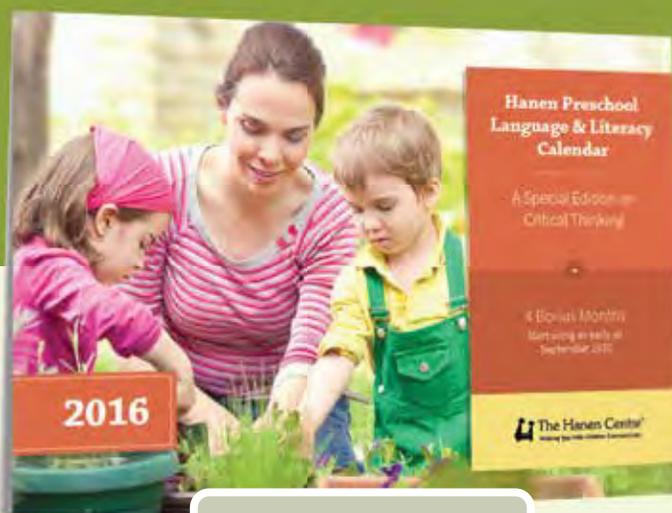
Supplement your early language and literacy initiatives with a fun and affordable tool from The Hanen Centre.

The **2016 Preschool Language and Literacy Calendar** offers weekly “At Home” and “In the Classroom” tips to help parents and educators build the key language and literacy skills that prepare 3-5 year-olds for success in school.

Spotlight on critical thinking

This edition of the Calendar includes a special focus on encouraging critical thinking – key skills like **problem-solving**, **predicting**, **projecting** and **evaluating** that pave the way to language and literacy success.

Limited print run! Order your copy today.



Begins in September!

www.hanen.org/2016calendar

 **The Hanen Centre**[®]
Helping You Help Children Communicate



young readers to words that may be new or somewhat unknown as well as to familiar words used in new ways (e.g., figurative language). Rich language is not flowery or longwinded; rather, it is carefully crafted by the author, who chooses each word and structures each sentence to create an original, artistic, and tightly constructed text.

Jamela's Dress, by Niki Daly (1999), is the story of a young girl in South Africa who unintentionally destroys fabric that her mother was going to use to make a new dress, when she gets wrapped up (literally) in her own desire to dress up. Daly carefully constructs his language to create imagery for the reader through word meanings and sound quality. For example, in a close reading of the sentence, "Dreamily, Jamela swayed between the folds of material as they flapped and wrapped around her into a dress," readers feel the breeze blowing through the material, long and slow at first, "swayed between the folds of material," followed by two short, quick snaps of wind that "flapped and wrapped" the material around Jamela, seemingly through no fault of her own. In other places, Daly fluidly infuses imagery through simile—"Down the road went Jamela, proud as a peacock." At other times, it is the simplicity of language that contributes to the meaning, such as the dawning dread readers experience when Jamela's mother calls to check on her but "there was no answer." Words and language are Daly's artistic tools to create rich images for his readers.

Engaging, complex plot

Plot is the series of events in a story and the relationships among the events, particularly how they relate to the narrative's problem and resolution. An engaging, complex plot interests readers and drives their desire to know what happens next, especially in relation to a story's resolution. Although older, more sophisticated readers can engage with problems far removed from their life experiences, younger children typically engage best with plots that relate to their more limited experiences and perspectives (Schickedanz & Collins 2012).

In Maurice Sendak's classic *Where the Wild Things Are* (1963), Max misbehaves and is sent to bed without his supper. His room transforms into a forest, and soon he sails into the land of the Wild Things, who name him King and honor him with a Wild Rumpus.

But Max becomes homesick and returns to his house to find his supper waiting for him, still hot.

This plot essentially revolves around disobedience, frustration with parents, thoughts and dreams, and perhaps even real instances of running away—all issues that resonate in young children's lives. Sendak's text and illustrations work together in a seamless exploration of plot paralleled with character—Max's journey is both a dream of a physical journey (the plot) and an instance of an emotional journey (character). Sendak's plot prompts children to consider issues central to childhood.

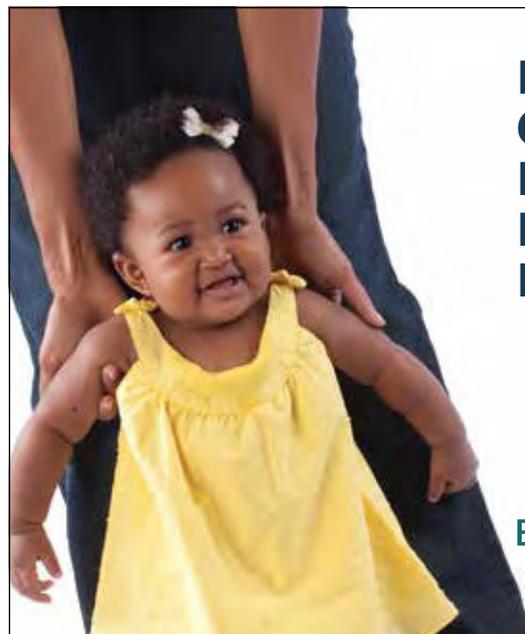
Conclusion

In this article, we have provided examples of features of high-quality narrative literature that can support complex processing of texts in read-aloud discussions. The texts are not meant to be used as a short reading list for teachers, but rather as exemplars of the wide body of high quality children's literature available. Children's literature that is carefully crafted with the characteristics we discussed can support read-aloud experiences through which teachers apprentice children into complex processing of texts. Frequent opportunities to collaboratively process complex texts in the early grades help children learn how to approach such texts both as emergent readers and, later, as independent ones, thus contributing to their lifelong development as skilled readers.

References

- Aram, D. 2006. "Early Literacy Interventions: The Relative Roles of Storybook Reading, Alphabetic Activities, and Their Combination." *Reading and Writing: An Interdisciplinary Journal* 19 (5): 489–515.
- Blewitt, P., K.M. Rump, S.E. Shealy, & S.A. Cook. 2009. "Shared Book Reading: When and How Questions Affect Young Children's Word Learning." *Journal of Educational Psychology* 101 (2): 294–304.
- Brabham, E.G., & C. Lynch-Brown, C. 2002. "Effects of Teachers' Reading Aloud Styles on Vocabulary Acquisition and Comprehension of Students in the Early Elementary Grades." *Journal of Educational Psychology* 94 (3): 465–73.
- Brabham, E.G., B.A. Murray, & S.H. Bowden. 2006. "Reading Alphabet Books in Kindergarten: Effects of Instructional Emphasis and Media Practice." *Journal of Research in Childhood Education* 20 (3): 219–34.
- Crafton, L.K., M. Brennan, & P. Silvers. 2007. "Critical Inquiry and Multiliteracies in a First-Grade Classroom." *Language Arts* 84 (6): 510–18.
- Hargrave, A.C., & M. Sénéchal. 2000. "A Book Reading Intervention With Preschool Children Who Have Limited Vocabularies: The Benefits of Regular Reading and Dialogic Reading." *Early Childhood Research Quarterly* 15 (1): 75–90.
- Heath, S.B. 1983. *Ways With Words: Language, Life, and Work in Communities and Classrooms*. New York: Cambridge University Press.
- Hoffman, J.L. 2011. "Co-Constructing Meaning: Interactive Literary Discussions in Kindergarten Read-Alouds." *The Reading Teacher* 65 (3): 183–94.
- Hoffman, J.L., M. Collins, & J.A. Schickedanz. 2015. "Instructional Challenges in Developing Young Children's Science Concepts: Using Informational Text Read-Alouds." *The Reading Teacher* 68 (5): 363–72.
- IRA (International Reading Association). 2012. *Literacy Implementation Guidance for the ELA Common Core State Standards*. Newark, DE: IRA.
- NGA (National Governors Association Center for Best Practices) & CCSSO (Council of Chief State School Officers). 2010. *Common Core State Standards*. Washington DC: NGA & CCSSO. www.corestandards.org/.
- Pantaleo, S. 2007. "Interthinking: Young Children Using Language to Think Collectively During Interactive Read-Alouds." *Early Childhood Education Journal* 34 (6): 439–47.
- Pappas, C.C., & M. Varelas. 2004. "Promoting Dialogic Inquiry in Information Book Read Alouds: Young Urban Children's Ways of Making Sense in Science." In *Crossing Borders in Literacy and Science Instruction: Perspectives on Theory and Practice*, ed. E.W. Saul, 161–89. Newark, DE: IRA.
- Piasta, S.B., L.M. Justice, A.S. McGinty, & J.N. Kaderavek. 2012. "Increasing Young Children's Contact With Print During Shared Reading: Longitudinal Effects on Literacy Achievement." *Child Development* 83 (3): 810–20.
- Schickedanz, J., & M.F. Collins., 2012. *So Much More Than the ABCs: The Early Phases of Reading and Writing*. Washington, DC: National Association for the Education of Young Children.
- Sipe, L.R. 1998. "How Picture Books Work: A Semiotically Framed Theory of Text–Picture Relationships." *Children's Literature in Education* 29 (2): 97–108.
- Sipe, L.R. 2000. "The Construction of Literary Understanding by First and Second Graders in Oral Response to Picture Storybook Read-Alouds." *Reading Research Quarterly* 35 (2): 252–75.
- Sipe, L.R. 2007. *Storytime: Young Children's Literary Understanding in the Classroom*. Language and Literacy series. New York: Teachers College Press.
- Sipe, L., & J. Bauer. 2001. "Urban Kindergartners' Literary Understanding of Picture Storybooks." *The New Advocate* 14 (4): 329–42.
- Teale, W.H., J. Yokota, & M. Martinez. 2008. "The Book Matters: Evaluating and Selecting What to Read Aloud to Young Children." In *Effective Early Literacy Practice: Here's How, Here's Why*, ed. A. DeBruin-Parecki, 101–21. Baltimore, MD: Brookes.
- Trelease, J. 2013. *The Read-Aloud Handbook*. New York: Penguin.
- Van Kleeck, A., S. Stahl, & E.B. Bauer, eds. 2003. *On Reading Books to Children: Parents and Teachers*. Mahwah, NJ: Erlbaum.
- Vasquez, V. 2010. *Getting Beyond "I Like the Book": Creating Space for Critical Literacy in K–6 Classrooms*. 2nd ed. Kids Insight series. Newark, DE: IRA.
- Wasik, B.A., & M.A. Bond. 2001. "Beyond the Pages of a Book: Interactive Book Reading and Language Development in Preschool Classrooms." *Journal of Educational Psychology* 93 (2): 243–50.
- Zucker, T.A., L.M. Justice, S.B. Piasta, & J.N. Kaderavek. 2010. "Preschool Teachers' Literal and Inferential Questions and Children's Responses During Whole Class Shared Reading." *Early Childhood Research Quarterly* 25 (1): 65–83.

Copyright © 2015 by the National Association for the Education of Young Children. See Permissions and Reprints online at www.naeyc.org/yc/permissions.



**Pathways to
Credentials and
Degrees for
Infant-Toddler
Educators!**



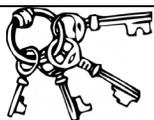
**Early Educator Central
Visit NOW!**

<https://earlyeducatorcentral.acf.hhs.gov/>

Additional Considerations for High-Quality Literature

<p>Theme</p>	<p>High-quality texts center on themes that children enjoy or that are important for students to think about or learn. For example:</p> <ul style="list-style-type: none"> • <i>Darcy and Gran Don't Like Babies</i> by Jane Cutler – helps students adjust to life with new siblings • <i>Officer Buckle and Gloria</i> by Peggy Rathmann – teaches the importance of friendship • <i>Hooway for Wodney Wat</i> by Helen Lester – reminds students that our unique differences are special and powerful • _____ • _____ • _____
<p>Characters</p>	<p>High-quality texts include protagonists who are inspiring, model positive traits, are dynamic and interesting, and remind students of themselves. For example:</p> <ul style="list-style-type: none"> • <i>Wilma Unlimited</i> by Kathleen Krull – the inspiring story of Wilma Rudolph, who overcame crippling polio to win three gold medals at the Olympics • <i>Akiko on the Planet Smoo</i> by Mark Criley – a science fiction thriller for young readers, where Akiko transforms dynamically from an ordinary girl into an intergalactic hero • <i>Amazing Grace</i> by Mary Hoffman – young girls and African American students can be inspired by Grace’s perseverance and her desire to break stereotypes • _____ • _____ • _____
<p>Plot</p>	<p>High-quality texts contain plots that are engaging, surprising, and new. They make students want to keep reading, or spark conversations about the book outside of the classroom.</p> <ul style="list-style-type: none"> • <i>Doctor De Soto</i> by William Steig – readers are on edge wondering if mouse-dentist Doctor De Soto should trust his fox patient • <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg – fourteen black-and-white pictures accompanied by a title and caption invite children to make up their own stories • _____ • _____ • _____

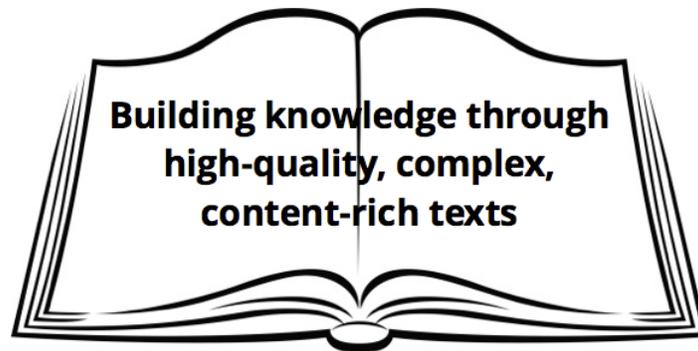
<p>Setting</p>	<p>High-quality texts contain settings that are interesting and that teach students about different places and time periods. High-quality fictional settings capture students' imagination and encourage creative thinking.</p> <ul style="list-style-type: none"> • <i>The Legend of the Bluebonnet</i> by Tomie DePaola – a folktale about the Comanche tribe and the history of the bluebonnet flower • <i>Alice in Wonderland</i> by Lewis Carroll – a fantastical world of interesting creatures • _____ • _____
<p>Language</p>	<p>High-quality texts contain rich language that promote the acquisition of Tier II vocabulary, as well as knowledge of figurative and idiomatic language. High-quality texts utilize various language structures to convey meaning and information, including descriptions, dialog, and characters' internal monologs. High-quality texts also use rhythm and rhyme and build students' phonological awareness.</p> <ul style="list-style-type: none"> • <i>Skippyjon Jones</i> by Judy Schachner – includes many Tier II words, such as <i>scolded</i>, <i>bounce</i>, <i>exclaimed</i>, and <i>junk</i>, as well as a playful rhyme scheme, monolog, and dialog. • <i>The Velveteen Rabbit</i> by Margery Williams Bianco – text introduces children to language from a different time period; includes Tier II vocabulary such as <i>splendid</i>, <i>rustling</i>, and <i>snubbed</i>; and includes interesting sentences and phrasing, such as "On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming." • _____ • _____
<p>Illustrations</p>	<p>High-quality texts include illustrations that are accurate to the plot, characters, and setting and that are also interesting and beautiful to look at. They utilize various media – drawing, collage, photography – and teach students about artistic and visual elements such as line, color, shape, and texture. (The Caldecott Medal is awarded annually to the artist who created the most distinguished picture book for children, and is a helpful reference for finding high-quality illustrated literature.)</p> <ul style="list-style-type: none"> • <i>The Polar Express</i> by Chris Van Allsburg • <i>Mirette on the High Wire</i> by Emily Arnold McCully • _____ • _____



Key Idea #5

Engaging students with high-quality texts makes reading enjoyable and fosters a love of reading.

Content-Rich Texts



Providing balanced book collections at all grade levels is vital to engagement during both reading instruction and self-selection. This work suggests that a balanced collection includes lots of informational titles and a variety of print materials. Pappas (1993) found that children as young as kindergarten showed a preference for informational text and Mohr (2006) noted that nonfiction books were the overwhelming choice of first grade students. In addition, Marinak and Gambrell (2007) found that third grade boys and girls valued reading newspapers and magazines as well as books.

- Reading Motivation: What the Research Says, retrieved from www.readingrockets.org

Considerations for Content-Rich Texts

- Does the text contain **new information** that students likely don't already know?
- Does the text **build background knowledge** that will help students comprehend later texts and experiences?
- Does the text contain information that is **useful** in the real world?
- Does the text contain information that is **relevant** to students' needs or interests? Does it help them **answer questions** or **solve problems**?
- Does the text contain information that helps students **connect** their own experiences and situations to others and to the broader world?
- Is the content of the text **authentic** and does it lend itself to **further research, exploration, and inquiry**?

- List borrowed and modified from two sources: *The importance of content rich texts to learners and students*, retrieved from Oxford University Press English Language Teaching Global Blog; and *Informational Text and Young Children: When, Why, What, Where, and How* by Dr. Nell K. Duke



Information Books in Early Childhood

Nell K. Duke

The *Mitten*, *Little Bear*, *Caps for Sale*—What do these and so many other books in early childhood classrooms have in common? They are stories or narrative texts.

Research indicates that storybooks are indeed the most common type of text found in early childhood classrooms (Duke, Bennett-Armistead, & Roberts 2002). Literacy research and theory both provide lots of good reasons for including so many storybooks in young children's lives (e.g., Snow, Burns, & Griffin 1998). However, research and theory suggest that other kinds of books, in particular information books, also belong in early childhood classrooms.

Contrary to what many believe, there are numerous indications that informational text is appropriate for young children and can have significant benefits for them. Informational literacy can be developed from the very beginning.

What is informational text?

I define *informational text* as text written with the primary purpose of conveying information about the natural and social world (typically from someone presumed to be more knowledgeable on the subject to someone presumed to be less so) and having particular text features to accomplish this purpose. Features commonly found in informational texts include graphic

elements, such as diagrams and photographs; text structures, such as compare/contrast and cause and effect; access formats, such as headings and an index; language forms, such as use of timeless verbs and generic nouns (e.g., “Birds eat insects” versus “That bird is eating an insect”); and others.

Traditionally, informational text is the text that we *read to learn*, as distinguished from the text that we *learn to read*. Many educators believe that children begin to read to learn around fourth grade and that before this, children are only learning to read (Chall 1983). However, as I discuss in this article, research suggests that children are indeed able to read to learn (and be read to, to learn) from a much earlier age. Just as nonfiction is common in the everyday lives of adults, so too can it be part of the daily lives of children.

Informational text is developmentally appropriate for young children

Young children can interact successfully with informational text when given the opportunity to do so.

Perhaps the most important point to establish is that informational text *is* developmentally appropriate for young children. Although a number of influential theorists have argued that narrative is primary for young children (e.g., Moffett 1968; Bruner 1986), that it must “do for all” (Moffett 1968, x) in early

childhood, there is little research to support this contention. A variety of studies suggest young children can interact successfully with informational text when given the opportunity to do so. Several examples follow.

An often cited study by Christine Pappas (1993) notes that kindergarten children repeatedly read to from a set of information books were able to pretend to read those same books using many of the key linguistic features of

Nell K. Duke, Ed.D., is an assistant professor at Michigan State University in East Lansing. She has worked extensively with teachers on developing children's informational literacy. Her book on the subject—*Reading and Writing Informational Text in the Primary Grades: Research-Based Practices*—is due out later this year.

Illustrations © Diane Greenesid

“Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.”

— Francis Bacon

the books. In fact they could read them with as much skill as they read storybooks. The children showed strong interest in both types of text (see also Duke & Kays 1998).

Other research (Moss 1997) demonstrates that not only can children reproduce or reenact the language of informational text but also they can comprehend such texts with considerable skill. Eighteen of 20 first-graders Moss studied could produce retellings of information books read to them at a level of 3 (out of 5) or better on the challenging Richness of Retelling Scale (Irwin & Mitchell 1983).

Research also indicates that young children can respond to informational texts in sophisticated ways. Researchers document that first grade students can make intertextual connections—associations between one text and another with related content or style—during an informational text read-aloud (Oyler & Barry 1996). Some primary grade children are even able to talk about unique characteristics and purposes of informational texts, given exposure to them (Donovan 1996). One researcher chronicles the range and complexity of her daughter’s responses to informational texts from age three to six (Maduram 2000).

The Maduram study is particularly important because it examines read-alouds and responses to read-alouds by a pre-K child. Almost all of the research related to informational literacy focuses on grades K and above. It is noteworthy that what little research exists on pre-K also suggests that informational text is developmentally appropriate.

Why informational text for young children?

But just because young children *can* interact with informational text, *should* they? Is this simply another case of “push down” curriculum? Available research and theory suggest otherwise. The next section outlines some long-standing beliefs about early childhood that actually suggest why informational text might be *particularly* appropriate during this period.

Building on young children’s inherent curiosity

Young children are inherently curious about the world around them. One need only witness children’s fascination with cars and trucks passing, a puppy playing in the park, or worms that wash up after the

rain to recognize the young child’s great interest in the natural and social world. Thus books whose purposes are to convey information about the natural and social world—like Caroline Bingham’s *Big Book of Trucks*, Gail Gibbons’s *Dogs*, or Linda Glaser’s *Wonderful Worms*—seem a natural for young children (see Reese & Harris 1997; Yopp & Yopp 2000).

The dominance of narrative text in early childhood may be inconsistent with children’s own preferences. Although the research in this area is riddled with problems (Kletzien 1999), taken as a whole it suggests that children do not show overwhelming preferences for narrative to the exclusion of other text forms. Rather, children often select nonfiction, informational texts when given a choice.

Notably, one study indicates that younger primary children are particularly likely to show preference for informational text (Kletzien & Szabo 1998). In this study children in first, second, and third grades preferred information books at least as often as narratives when asked to choose between them (with book topic held constant). Fourth-, fifth-, and sixth-graders, however, more often selected narratives. Boys in general were more likely to select informational texts, but as with nearly any study in this area, there were substantial individual differences. Some children, both boys and girls, exhibited a strong preference for narrative texts, some for informational texts, others for neither.

When children’s preference is for narrative, they fit well with the typical text offerings of early childhood classrooms. When their text choice is informational, children fit considerably less well. For children at risk for or struggling with learning to read, there is particular reason to pay attention to research on reading interests and preferences. Interest has an important influence on children’s enthusiasm for reading and can even support children’s reading development (Schiefele, Krapp, & Winteler 1992). As teachers we also know that struggling readers typically show less interest in and motivation to read than do their more successful peers (Guthrie & Wigfield 1997). One might suspect then that making high-interest reading material available to students at risk or struggling to learn to read may be particularly important.

In case studies conducted with my colleague Linda Caswell (Caswell & Duke 1998), we examined the progress of two boys struggling substantially with their

Some children, both boys and girls, exhibited a strong preference for narrative texts, some for informational texts, others for neither.

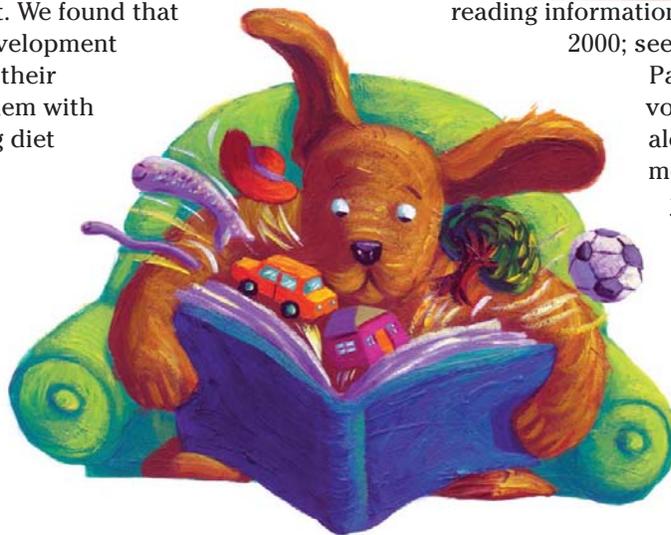
reading development. We found that the boys' reading development finally took off when their teachers provided them with a reading and writing diet rich in informational text—a type of text these boys strongly preferred. Although providing these children with informational reading material was by no means the only factor contributing to their progress, we argue that it was one important factor.

Research involving highly successful adults with dyslexia shows that one factor the adults had in common was a childhood history of high-volume reading in topic areas of passionate interest to them—areas quite often addressed in informational texts (Fink 1995/1996). While not definitive on the point of interest, these studies do suggest that young readers at risk or struggling will benefit from high-interest materials, including informational texts. For many young learners the high-interest nature of informational texts is one argument for their inclusion in early childhood education.

Supporting vocabulary and world knowledge development

There are substantial individual differences in children's development and learning, but there is no question that early childhood is a time of notable growth of vocabulary and world knowledge (Shonkoff & Phillips 2000). By definition, informational text is written to convey information about the world around us and contains specialized vocabulary toward that end (e.g., Purcell-Gates & Duke 2001). Thus informational texts may be particularly well-suited to contributing to young children's development of vocabulary and world knowledge.

Even before children can read independently, there is evidence that they learn vocabulary from texts read aloud to them (e.g., Elley 1989). Although studies on this point have been conducted primarily with storybooks, it is reasonable to think the same would hold true with information books (Dreher 2000). In one study kindergarten teachers included more discussion of vocabulary and text concepts when reading aloud informational texts than when reading aloud narrative texts. A first grade teacher in another study devoted more attention to comprehension in general when



reading informational text aloud (Smolkin & Donovan 2000; see also Mason et al. 1989).

Parents may interact more around vocabulary and concepts when reading aloud informational text. A study of mothers of Head Start children did find just that; the mothers asked more questions and introduced more vocabulary when reading aloud informational rather than narrative texts (Pellegrini et al. 1990; see also Lennox 1995). If anything, we might expect reading aloud informational text to have a greater effect on the development of vocabulary and concept knowledge.

With respect to development of world knowledge in general, research is also suggestive. One study shows evidence that kindergarten children develop content knowledge from information books read to them (Duke & Kays 1998). Children's journal entries regularly contained content linked to information books that were read aloud. For example, after hearing the book *Potato*, by Barrie Watts, about how potatoes grow, one child drew a cross-section of a sprouting potato plant. After hearing books about spiders, a child drew a spider and spider web complete with entangled prey (an idea discussed in one of the books). Research involving third grade children whose science unit contained both firsthand observation and informational texts shows they learned more than those children whose science unit contained only firsthand observation (Anderson & Guthrie 1999).

With regard to intervention on behalf of children who might have difficulty learning to read or who were already struggling to build literacy skills, using informational text as a means of developing early vocabulary and world knowledge may be significant. Researchers find that on average these children's vocabulary knowledge is weaker than that of their peers (Snow, Burns, & Griffin 1998), and they are more likely to struggle with reading later in school when substantial informational reading is a demand (Chall, Jacobs, & Baldwin 1990).

Encouragingly, one study of poor readers notes they are particularly

Informational texts may be particularly well-suited to contributing to young children's development of vocabulary and world knowledge.

likely to improve vocabulary development from repeated read-alouds (Elley 1989). Thus, while more direct research is needed, the evidence suggests that incorporation of information books in early childhood settings may lead to improved development of vocabulary and world knowledge.

Developing children's concepts of reading and writing

In the United States and other relatively literate societies, early childhood is a time to build children's conceptions of the purposes and nature of reading and writing (e.g., Harste, Woodward, & Burke 1984; Clay 1993). These conceptions may differ depending on the nature and uses of literacy to which children are exposed (e.g., Heath 1983; Purcell-Gates 1995, 1996). Thus if early childhood settings do not offer informational texts, children may not learn that literacy is a means of obtaining or communicating information.

In research I conducted in first grade classrooms, teachers offered children very little experience with informational text: an average of 3.6 minutes per day, even less for children in low socioeconomic-status settings (Duke 2000). As a result, the idea that one important purpose of reading and writing is to obtain or communicate information about the natural or social world did not get attention within these classrooms.

In addition, no one conveyed the notion that text can be read nonlinearly. Children had not learned that we can read just parts of a text, not necessarily in order, often using tools such as the index, headings, and table of contents to guide us. The literacy to which children in my study were exposed was almost exclusively linear, proceeding from the beginning to the end of the text, in order, and in its entirety. This experience stands in sharp contrast to much of the reading that adults do in their daily lives, which in fact is nonlinear in nature (Venezky 1982). Nonlinear reading will become more dominant with increased use of technology (Kamil & Lane 1998).

Hynes (2000) illustrates the possible impact of this restricted representation of literacy in early childhood by describing a struggling student who did not consider himself a reader because he did not read narrative literature for pleasure. This student and others were described by Hynes as "living outside the dominant

genre of school." Their views of what constitutes reading and literacy were shaped accordingly.

Research demonstrates that kindergartners and first and second grade students who have had little experience with informational text at home or at school show limited knowledge of such text; their literacy knowledge is directly tied to the types of literacy they have experienced (Kamberelis 1998). Limited knowledge of the multiple purposes and types of literacy is particularly likely to be a problem among children who get most of their literacy knowledge and experience at school.

Steps toward bringing informational text to young children

The joint position statement of the International Reading Association (IRA) and NAEYC (1998) clearly calls for young children to experience a variety of texts, including informational texts, in child care and pre-school settings. Early childhood educators have an important role to play in increasing the availability of informational texts for young children. Here are some of the things we can do:

1. Be aware of the types of text to which we are (and are not) exposing our children.

Look at your classroom libraries, at the books you send home with children, at what you read aloud every day. How much is informational? Do children experience a wide array of texts in your classroom? Do you have colleagues who would benefit from increased awareness about this issue?

2. Devote some funds for books and other materials to the purchase of informational texts.

For a while we may need to overcompensate, spending a larger portion of funds on nonfiction to help balance our collections. Information books, children's nature magazines, and many other nonstorybook texts can increase the diversity of our libraries and their appeal to a greater number of children with varied needs and interests. Find out from children the kinds of texts and topics they would like to see in their classroom library.

If early childhood settings do not offer informational texts, children may not learn that literacy is a means of obtaining or communicating information.



3. Raise parents' awareness of the appropriateness and value of informational texts.

Parents magazine recently listed "The 50 Best Children's Books" (Seid 2002). All 50 books are stories, and all but one are fictional. We need to supplement these resources with suggestions for informational and other types of books for young children. When lending children's books for home reading, include information books as well as storybooks.

4. Include more informational texts in classroom activities.

Although there is limited research identifying an accepted set of best practices for using informational texts with young children, I have seen a number of activities work effectively. Some have a basis in research.

There is much early childhood educators can do to incorporate informational text into our classrooms. And as more early childhood educators develop ways of using information books in their classrooms, early childhood researchers will need to study their impact on children's learning. Researchers need to look especially at what happens when children are exposed to a significant amount of informational text from very early on and throughout several years of schooling. Currently we know little about the outcomes. Early childhood researchers and educators have important contributions to make in developing informational literacy.

References

Anderson, E., & J.T. Guthrie. 1999. Motivating children to gain conceptual knowledge from text: The combination of science observation and interesting texts. Paper presented at the Annual Meeting of the American Educational Research Association, 19–23 April, in Montreal, Canada.

Bruner, J. 1986. *Actual minds, possible worlds*. London: Harvard University Press.

Caswell, L.J., & N.K. Duke. 1998. Non-narrative as a catalyst for literacy development. *Language Arts* 75: 108–17.

Chall, J.S. 1983. *Stages of reading development*. New York: McGraw-Hill.

Chall, J.S., V.A. Jacobs, & L.E. Baldwin. 1990. *The reading crisis: Why poor children fall behind*. Cambridge, MA: Harvard University Press.

Clay, M.M. 1993. *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Donovan, C.A. 1996. First graders' impressions of genre-specific elements in writing narrative and expository texts. In *Literacies for the twenty-first century*, eds. D.J. Leu, C.K. Kinzer, & K.A. Hinchman, 183–94. Chicago, IL: National Reading Conference.

Dreher, M.J. 2000. Fostering reading for learning. In *Engaging young readers: Promoting achievement and motivation*, eds. L. Baker, M.J. Dreher, & J. Guthrie, 94–118. New York: Guilford.

Duke, N.K. 2000. 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly* 35: 202–24.

Duke, N.K., V.S. Bennett-Armistead, & E.M. Roberts. 2002. Incorporating informational text in the primary grades. In *Comprehensive reading instruction across the grade levels*, ed. C. Roller, 40–54. Newark, DE: International Reading Association.

Duke, N.K., & J. Kays. 1998. "Can I say 'Once upon a time'?" Kindergarten children developing knowledge of information book language. *Early Childhood Research Quarterly* 132: 295–318.

Elley, W.B. 1989. Vocabulary acquisition from listening to stories. *Reading Research Quarterly* 24: 174–87.

Fink, R.P. 1995/1996. Successful dyslexics: A constructivist study of passionate interest reading. *Journal of Adolescent and Adult Literacy* 39: 268–80.

Guthrie, J.T., & A. Wigfield, eds. 1997. *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.

Harste, J.C., V.A. Woodward, & C. Burke. 1984. *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.

Heath, S.B. 1983. *Ways with words*. Cambridge, UK: Cambridge University Press.

Hynes, M. 2000. "I read for facts": Reading nonfiction in a fictional world. *Language Arts* 77: 485–95.

IRA (International Reading Association) & NAEYC. 1998. Learning to read and write: Developmentally appropriate practices for young children. A joint position statement. *Young Children* 53 (4): 30–46.

Some Information Books for Children

Barton, B. 1989. *Dinosaurs, dinosaurs*. New York: HarperCollins.

Bingham, C. 1999. *Big book of trucks*. London: Doring Kindersley.

Gibbons, G. 1996. *Dogs*. Holiday House.

Glaser, L. 1992. *Wonderful worms*. Brookfield, CT: Millbrook.

Martin, B. Jr. 1992. *Brown bear, brown bear, what do you see?* Rev. ed. Illustrated by E. Carle. New York: Henry Holt.

Walsh, M. 1997. *Do monkeys tweet?* Boston: Houghton Mifflin.

Walsh, M. 2000. *Do donkeys dance?* Boston: Houghton Mifflin.

Watts, B. 1988. *Potato*. Englewood Cliffs, NJ: Silver Burdett.

Classroom Activities Using Information Books

• Interactive read-alouds.

Reading aloud informational texts, especially with a great deal of teacher-child and child-child interaction, is likely to have many benefits. Some, such as building vocabulary and developing knowledge of the linguistic features of information book language, are discussed in this article. It is especially important to ask higher-order questions—questions that require going beyond information given directly in the text to reading between the lines, thinking ahead, making connections between the text and prior knowledge or experiences, and so on. Questions that ask “Why do you think . . . ?” “How does . . . ?” “Have you ever . . . ?” “Does this remind you of . . . ?” “What does the author mean by . . . ?” “What if . . . ?” can easily lead to higher-order discussions.

• **Interest groups.** Children who share an interest in particular topics—such as ocean animals, cars and trucks, or farming—can gather for a group activity involving both information books and hands-on experience. Groups might look through informational texts on their topics and listen to a text read aloud or played on tape. Children might watch a relevant video (many free or low-cost videotapes related to science and social studies are available through PBS and other sources),



explore materials firsthand, or go on a field trip. As groups become experts on topics, they can share what they learn with their classmates or with families and the community at school-family nights.

• **Purposeful writing.** Because one purpose of informational text is to convey information about the natural or social world, children should whenever possible write informational text to convey information to others who want or need it. Children could write brochures about exhibits for use at the local science center. They can create posters about the school garden to display in school hallways or write books on underrepresented topics to donate to the school library. For very young children, parents or other family members, adults in the child care setting, and familiar groups in the community (police officers, grocers, librarians) can all become meaningful audiences for information children are learning about the world around them.

• **Innovations.** Children can use an existing text plus their innovations to create a new text. For example, I’ve seen innovations on the

storybook *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, that start with a title like “Ms. Smith’s Class, Ms. Smith’s Class, What Do You See?”

Similarly we can create innovations on information books with young children. The information board book *Do Monkeys Tweet?* by Melanie Walsh, could be rewritten to feature other animals. A book about the development of an apple from seed to fruit (there are several books on this topic) could be a model for children’s writing about the development of a pumpkin from seed to vegetable. A book about one cultural celebration could be a model for new text about another type of celebration.

• **Teaching about text.** Children may need help understanding differences in the purposes and features of different kinds of text. Some children may not have used a book as a reference or may be unfamiliar with the wide range of text features—index, table of contents, page numbers, headings, captions—that help us find information we are looking for. Children may notice that some books use photographs as illustrations without realizing that those photographs depict real animals, people, objects, or events. Teaching children about text through hands-on use, demonstration, and explanation can promote literacy development.

- Irwin, P.A., & J.N. Mitchell. 1983. A procedure for assessing the richness of retellings. *Journal of Reading* 26: 391–96.
- Kamberelis, G. 1998. Relations between children's literacy diets and genre development: You write what you read. *Literacy Teaching and Learning* 3: 7–53.
- Kamil, M.L., & D.M. Lane. 1998. Researching the relation between technology and literacy: An agenda for the twenty-first century. In *Handbook of literacy and technology: Transformations in a post-typographic world*, ed. D. Reinking, 323–41. Mahwah, NJ: Erlbaum.
- Kletzien, S.B. 1999. Children's reading preferences and information books. Paper presented at the National Reading Conference, 2–5 December, in Orlando, Florida.
- Kletzien, S.B., & R.J. Szabo. 1998. Information text or narrative text? Children's preferences revisited. Paper presented at the National Reading Conference, 1–4 December, in Austin, Texas.
- Lennox, S. 1995. Sharing books with children. *Australian Journal of Early Childhood* 20: 12–16.
- Maduram, I. 2000. "Playing possum": A young child's responses to information books. *Language Arts* 77: 391–97.
- Mason, J.M., C.L. Peterman, B.M. Powell, & B.M. Kerr. 1989. Reading and writing attempts by kindergartners after book reading by teachers. In *Reading and writing connections*, ed. J.M. Mason, 105–20. Boston: Allyn & Bacon.
- Moffett, J. 1968. *Teaching the universe of discourse*. Boston, MA: Houghton Mifflin.
- Moss, B. 1997. A qualitative assessment of first graders' retelling of expository text. *Reading Research and Instruction* 37: 1–13.
- Oyler, C., & A. Barry. 1996. Intertextual connections in read-alouds of information books. *Language Arts* 73: 324–29.
- Pappas, C.C. 1993. Is narrative "primary"? Some insights from kindergartners' pretend readings of stories and information books. *Journal of Reading Behavior* 25: 97–129.
- Pellegrini, A.D., J.C. Perlmutter, L. Galda, & G.H. Brody. 1990. Joint reading between Black Head Start children and their mothers. *Child Development* 61: 443–53.
- Purcell-Gates, V. 1995. *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University Press.
- Purcell-Gates, V. 1996. Stories, coupons, and the *TV Guide*: Relationships between home literacy experiences and emergent literacy knowledge. *Reading Research Quarterly* 31: 406–28.
- Purcell-Gates, V., & N.K. Duke. 2001. *Explicit explanation/teaching of informational text genres: A model for research*. Paper presented at the National Science Foundation Conference "Crossing Borders: Connecting Science and Literacy," 24–26 August, in Baltimore, Maryland.
- Reese, D.A., & V.J. Harris. 1997. "Look at this nest!" The beauty and power of using informational books with young children. *Early Child Development and Care* 127/128: 217–31.
- Schiefele, U., A. Krapp, & A. Winteler. 1992. Interest as a predictor of academic achievement: A meta-analysis of research. In *The role of interest in learning and development*, eds. K.A. Renninger, S. Hidi, & A. Krapp, 183–211. Hillsdale, NJ: Erlbaum.
- Seid, N. 2002. The 50 best children's books. *Parents Magazine*, June.

Some Information and Other Nonfiction "Little Books" Series

Many publishers now have series of nonfiction little books intended for young children. These are usually for grades K–2, but in some cases they are appropriate for preschoolers. Not all books in these series are information books as defined in this article. Readers can review these and similar series of nonfiction little books to determine which are most appropriate for the children they teach.

National Geographic—Windows on Literacy
www.NationalGeographic.com

Newbridge—Discovery Links Science and Discovery
Links Social Studies
www.newbridgeonline.com

Sadlier-Oxford—Content Area Readers
www.sadlier-oxford.com

Scholastic—Science Emergent Readers and Social
Studies Emergent Readers
www.Scholastic.com

- Shonkoff, J.P., & D.A. Phillips. 2000. *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Smolkin, L.B., & C.A. Donovan. 2000. *Contexts of comprehension: Information book read-alouds and comprehension acquisition*. Report #2-009. Ann Arbor, MI: CIERA (Center for the Improvement of Early Reading Achievement).
- Snow, C.E., M.S. Burns, & P. Griffin, eds. 1998. *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Venezky, R.L. 1982. The origins of the present-day chasm between adult literacy needs and school literacy instruction. *Visible Language* 16: 113–26.
- Yopp, R.H., & H.K. Yopp. 2000. Sharing informational text with young children. *The Reading Teacher* 52: 410–23.

Copyright © 2003 by the National Association for the Education of Young Children. See Permissions and Reprints online at www.naeyc.org/resources/journal.

Practice: Content-Rich Texts

With a group, brainstorm a list of informational texts you've read with your students. Then, make notes about how those texts line up with the criteria for content-rich texts. Reflect on the following questions:

- Which texts on your list are the most content-rich?
- What other texts can you think of that stand out in terms of the richness of their content?

Text	Notes

Considerations for Content-Rich Texts

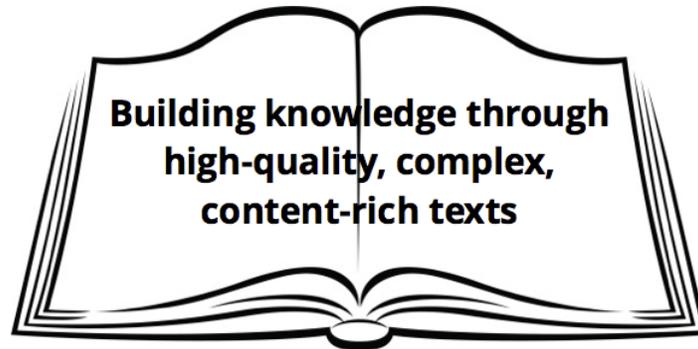
- Does the text contain **new information** that students likely don't already know?
- Does the text **build background knowledge** that will help students comprehend later texts and experiences?
- Does the text contain information that is **useful** in the real world?
- Does the text contain information that is **relevant** to students' needs or interests? Does it help them **answer questions** or **solve problems**?
- Does the text contain information that helps students **connect** their own experiences and situations to others and to the broader world?
- Is the content of the text **authentic** and does it lend itself to **further research, exploration, and inquiry**?



Key Idea #6

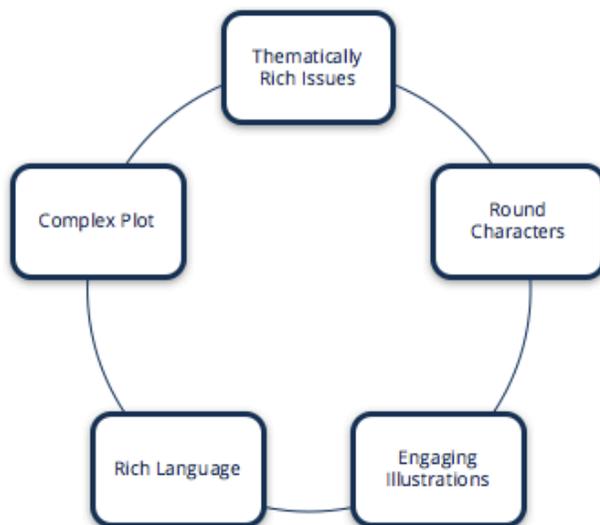
Engaging students with content-rich texts builds knowledge and invites students to pursue interests and questions.

High-Quality and Content-Rich Texts



Discuss

Which characteristics are the same for both literary and informational text?



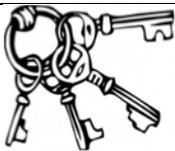
- Does the text contain **new** information that students likely don't already know?
- Does the text **build background knowledge** that will help students comprehend later texts and experiences?
- Does the text contain information that is **useful** in the real world?
- Does the text contain information that is **relevant** to students' needs or interests? Does it help them **answer questions** or **solve problems**?
- Does the text contain information that helps students **connect** their own experiences and situations to others and to the broader world?
- Is the content of the text **authentic** and does it lend itself to **further research, exploration, and inquiry**?

Reflection

Revisit the list of read aloud texts you generated at the beginning of the module. Then, answer the questions below.

- Considering the information on text complexity and quality, would you still choose those same texts in the future?

- How will this information on text complexity and quality impact the way you select texts for future read alouds?



Key Idea #7

Early grades teachers should purposefully select read aloud texts that are complex, high-quality, and content-rich. These kinds of texts support complex interactions with text, develop a love for and interest in reading, and build students' knowledge and vocabulary.

Module 3: Planning Repeated Interactive Read Aloud Lessons

[TAB PAGE]

Course of Study

Read to be Ready

Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Designing Your Literacy Block

Module 3: Planning Repeated Interactive Read Aloud Lessons

Objectives

- Understand the term “repeated interactive read aloud” and recognize why repeated interactive read alouds are a critical instructional strategy for early literacy development
- Make connections to key learning from Module 2
- Learn how to build rigor across multiple reads by scaffolding questions and tasks
- Learn how to create culminating tasks that require speaking, drawing, and writing
- Create a repeated interactive read aloud lesson plan with daily and culminating tasks

Standards

Repeated interactive read alouds provide rich context for teaching a wide range of standards. This module most closely aligns with the following standards:

College and Career Readiness Anchor Standards for 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.

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.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

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.

Research to Build and Present Knowledge

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

College and Career Readiness Anchor Standards for 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.

Presentation of Knowledge and Ideas

3. 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.

Link to Tennessee Kindergarten Standards for Reading and Writing

The following Kindergarten Standards for Reading, Writing, and Speaking and Listening correspond to the College and Career Readiness (CCR) anchor standards previously highlighted. These standards frame what kindergarten children should understand and be able to do by the end of the kindergarten year.

Kindergarten Reading Standards for Literature

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. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

9. Actively engage in group reading activities with purpose and understanding.

Kindergarten 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 texts.
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.

Kindergarten Writing Standards

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 name of the book they are writing about and state an opinion or preference about the topic of the 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.

Research to Build and Present Knowledge

1. 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten Speaking and Listening Standards

Comprehension and Collaboration

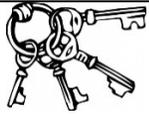
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details 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. Speak audibly and express thoughts, feeling, and ideas clearly.

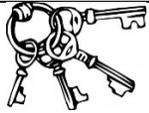
TEAM Alignment

- Standards and Objectives
- Presenting Instructional Content
- Activities and Materials
- Questioning
- Teacher Content Knowledge
- Thinking
- Instructional Plans
- Student Work
- Assessment



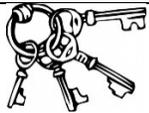
Key Idea #1

All students need regular practice with high-quality, appropriately-complex texts that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



Key Idea #2

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.



Key Idea #3

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

What is a Repeated Interactive Read Aloud?

The term interactive read aloud is used in a broad sense to “describe the context in which a teacher genuinely shares, not abandons, authority with the children” (Smolkin and Donovan 2002, p. 28). Before, during, and after reading, adults may use opportunities to incorporate dialogic strategies. These are strategies that actively engage children in reciprocal, conversational exchanges with participants sharing ideas with each other and listening to alternative perspectives. Teachers intentionally build on their own and the children’s ideas to keep the focus on the text and to expand on the content in ways that support and enhance language and thinking skills.

Read alouds, especially when dialogic strategies are incorporated, are positively linked to children’s overall academic achievement, reading skills and interest in reading and writing. Not only is it an enjoyable and engaging experience, but it also enhances oral language through exposure to new and interesting words and grammatical structures that are quite different from everyday conversation. It provides opportunities for participation in sustained conversations, expansion of language use for a wider range of functions, and growth of conceptual knowledge. The basic skills of beginning reading such as print awareness, phonological awareness, and alphabet knowledge are also supported within a meaningful context.

- *Interactive Read Alouds—An Avenue for Enhancing Children’s Language for Thinking and Understanding: A Review of Recent Research*, Lennox, 2013.

Repeated interactive read alouds, a systematic method of reading aloud, allow teachers to scaffold children’s understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts. A storybook is read multiple times in slightly different ways in order to increase the amount and quality of children’s analytical talk as they answer carefully crafted questions. These techniques have shown to be effective in increasing children’s engagement, understanding, and appreciation of literature.

- McGee and Schickedanz, 2007

A key feature of interactive reading is the intentionality of the adult reader, who carefully structures the interactive reading experience to purposefully “challenge, extend, and scaffold children’s skills” to propel children forward on their path of learning.”

- *Scaffolding with Storybooks: A Guide for Enhancing Young Children’s Language and Literacy Achievement*, Pianta & La Paro, 2003, Justice and Pence, 2005

Interactive Read Aloud - Classroom Exemplar Video

Watch a video of an interactive read aloud. Reflect on the questions below.

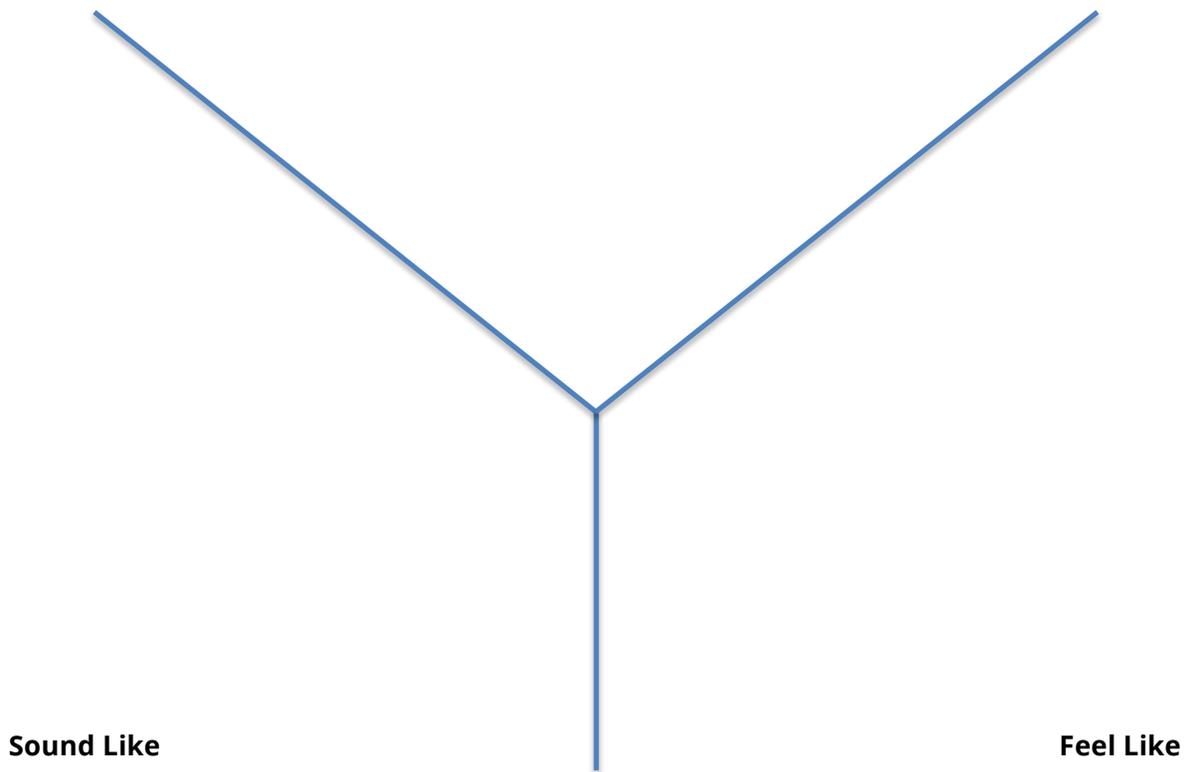
- Was the teacher intentional in the selection of a complex text and in her use of questioning? How can you tell?
- How does the teacher address vocabulary instruction throughout the lesson? Provide examples.
- In what ways are the students engaging with the text and with their peers?

Activity: What is a Repeated Interactive Read Aloud?

Based on the research excerpts printed on the previous page and the video clip you watched, draw or write your own definition of a repeated interactive read aloud using the graphic organizer below.

Repeated Interactive Read Alouds

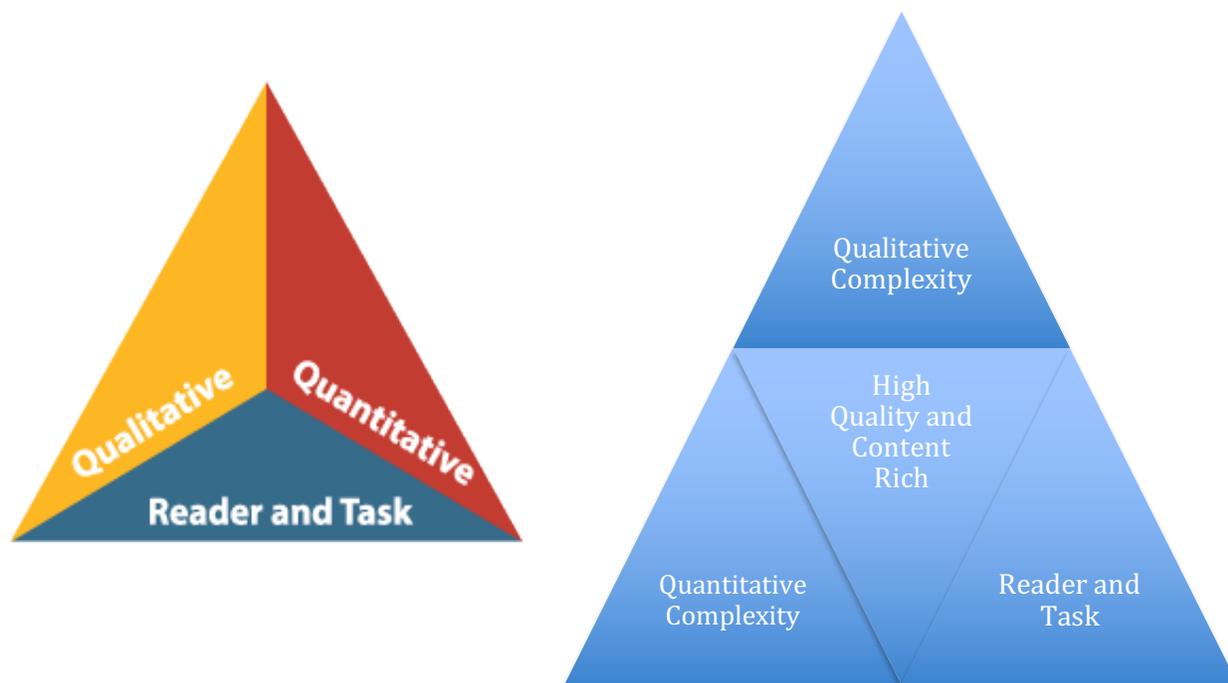
Look Like



Additional Notes:

Repeated Interactive Read Alouds

What it is...	What it is not...
Carefully planned, systematic text selection	Grabbing any book off the shelf
Engaging, dialogic, interactive	“Rocking chair reading”
Purposeful repeated readings	One and done
Reading for different purposes each time	Broken record reading
Includes pre-planned questions and tasks	Thinking up some questions at the end



Why read a text more than once?

- Because high-quality complex texts are rich with content and meaning, it is nearly impossible to explore and comprehend everything in one sitting. The purpose of repeated close reading is to provide students opportunities to explore different features and meanings of the text over time, in a supported, scaffolded, and challenging setting.
- Through repeated close reading students learn and apply important comprehension strategies that they can use later when reading independently.
- Repeated readings promote vocabulary acquisition: “Repeated readings may have a positive influence on children’s receptive vocabulary because several exposures to a book and its vocabulary provide children with additional opportunities to encode, associate, and store new information.” (Biemiller and Boote, 2006)

A Focus on Learning Vocabulary in Context

Kindle (2012) identifies three different levels of [vocabulary] instruction...In implicit instruction, children hear more complex language as books are read and teachers weave this language into discussion; there is no attempt to teach word meanings. In embedded instruction attention is provided to target words. Child-friendly definitions are inserted within the supportive context of the read aloud, but with minimal disruption to reading. Explicit focused instruction usually occurs before or after reading, when teachers identify and work with target words that are critical for comprehension. This allows for multiple opportunities to interact with target words outside the context of the book.

- *Interactive Read Alouds—An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research*, Kindle, 2012 in Lennox, 2013.

Three Levels of Vocabulary Instruction

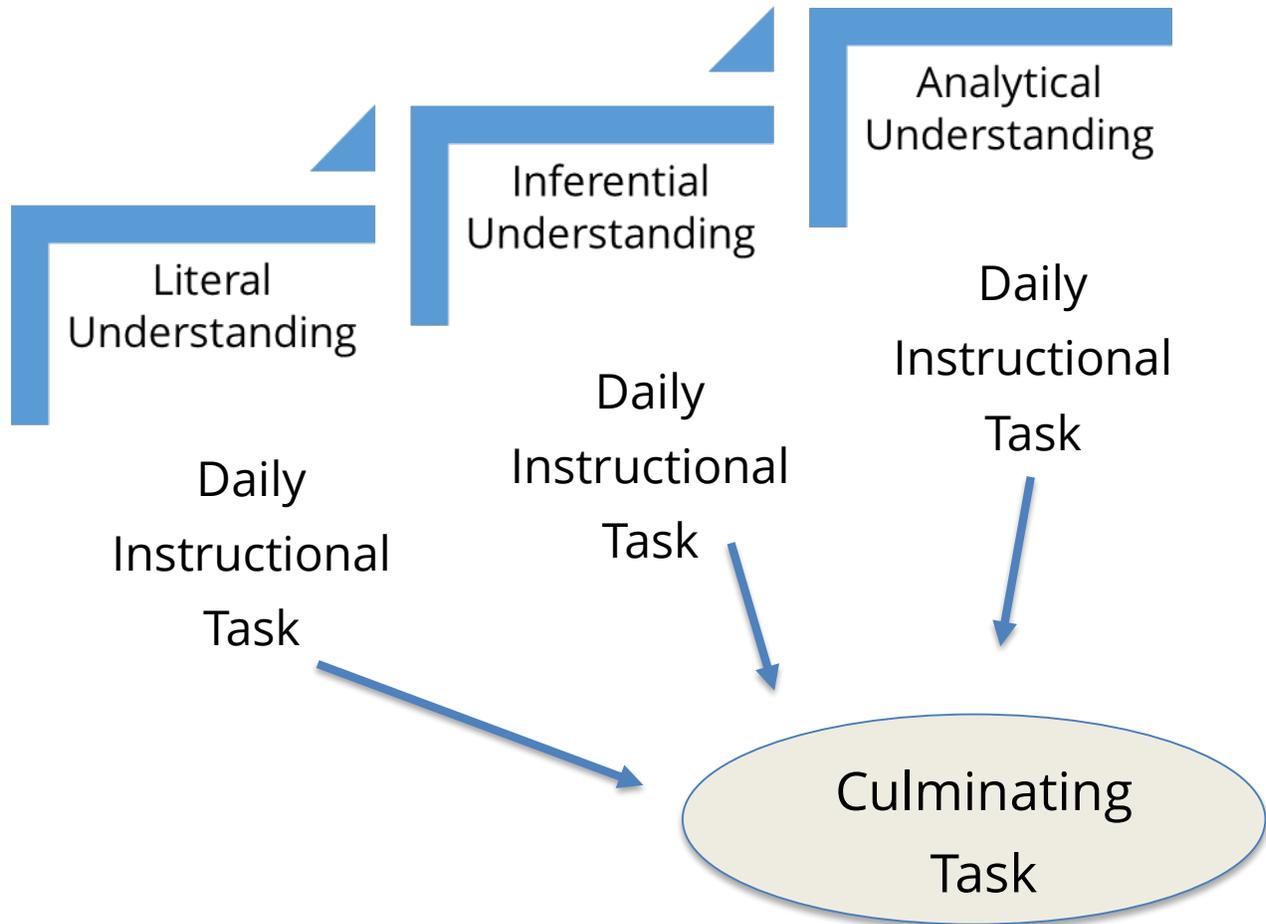
- *Implicit Vocabulary Instruction* – There is not an attempt to teach word meanings. Instead, teachers weave this language into discussion or through drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.
- *Embedded Vocabulary Instruction* – These words are also not through direct instruction. Instead teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but are not essential to the story.
- *Explicit Instruction* – This instruction occurs before or after reading. Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.

Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.
4. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).
6. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards. *Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

- This guide borrowed and adapted from two sources: Achieve the Core's Read Aloud Project; *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

Scaffolding Readings and Tasks



Types of Tasks

- *Daily Instructional Task*: These tasks are small, daily assignments that wrap up learning at the end of a lesson. These tasks can include speaking, drawing, writing or dramatic play. They are useful as a type of quick formative assessment to give teachers information about students' developing understanding of the text.
- *Culminating Task*: These tasks are larger assignments that demonstrate understanding of the anchor text and/or two paired texts in a text set. These tasks are used as a summative assessment of content and standards.
- *Extension Task*: (unit wrap up) This task is a drawing or writing task that connects and extends the concepts taught in the text set. This task connects several texts together. For example, after a unit on sea life, students might create their own book about a sea animal using illustrations, labels, and/or sentences.

Example: Repeated Interactive Read Aloud – *The Tiny Seed* by Eric Carle

First Read

Questions/Activities/Vocabulary/Task	Expected Outcome or Response (for each)
<p>Pull the children together in a close group or use a document camera so that all students can see the illustrations.</p> <p>Introduce <i>The Tiny Seed</i> by looking closely at the cover of the book. Briefly dialogue with the children about the illustration on the front, pondering details of the plant. Tell the children that the title of the book is <i>The Tiny Seed</i> (underline with finger each word as it is read), and the author (writes the words) and illustrator (draws the pictures) is the same person, Eric Carle. Explain that tiny describes this seed as very small.</p> <p>Set the book read by giving children a basic overview of the plot: this story is about a very tiny seed blown in the wind across many miles. When it lands, it roots in the soil and becomes a big and beautiful flower. Today we will read the story to discover what happens to this seed, pay close attention to where the seed travels.</p> <p>Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings (embedded) or clarify only when you know the majority of the children will be confused.</p>	<p>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.</p> <p>After the first read: in small group work, with guidance and support, children will dictate, use a combination of drawing and writing to recall major events, settings and characters in the story.</p> <p>Extension: Also in small group, examine and explore different types of seeds, identifying characteristics of each and connecting the concept of a seed to the story. Seeds can be placed in science area for child discovery.</p>

Second Read

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>The goal of this reading is to use illustrations to recall events within the story, and examine the meaning of any unknown vocabulary.</p> <p>During the second reading, the teacher should continue to elaborate with gestures and voice to build vocabulary concepts. It is possible to leave out parts the children understood easily during the first read, allowing children to use the illustrations to recall parts of the story.</p> <p>Begin the read aloud by telling the children that in today's read, we will look closely at the illustrations as we recall the story of <i>The Tiny Seed</i>. We will also look for new words that we want to know the meaning of. We will make a list for us to use as we read the story, and in our own writing!</p> <p>Create a chart with words and drawings that will allow children to refer back to the words during multiple reads.</p> <p>Turn to the first page and look at illustration. "The text says 'It is Autumn.' Autumn is the season that the leaves on the trees turn red, yellow and brown and fall to the ground. Do you see that happening in the picture?"</p> <p>Pg. 3 Examine the illustration with children. "Here, the text says the tiny seed 'sails' on. The author is telling us that the seed is blowing in the wind.'</p> <p>Pg. 7 "Look at the illustration. The text reads, 'Now they fly over the ocean' This body of water is called an ocean, different than a lake, stream or river."</p>	<p>Children comment on the illustration of trees and leaves blowing.</p> <p>Children comment on their perceptions of 'sail'</p> <p>Children comment on the water, maybe some have prior knowledge of an ocean.</p>

<p>Pg. 9 Pointing to the words as they are read. "The text says 'One seed drifts (is carried slowly by the wind) down into the desert. It is hot and dry, and the seeds cannot grow'. In the desert there is little rain and the temperatures are very warm. Only certain plants and animals can live in the desert like a cactus."</p> <p>Pg. 11 "The text says, 'Now it is Winter.' The author describes the snow like a soft white blanket over the sleeping seeds." [pointing to illustrations]. Listen to the words as I read them 'After a long trip the seeds settle down. They look just as if they are going to sleep in the earth. Snow falls and covers them like a soft white blanket.'</p> <p>Pg. 12 "Now it is Spring. The text and illustrations describes the Spring season [weather] as 'The sun shines and rain falls.' On this page, the seeds are not seeds anymore. They are plants. They have grown roots (point to illustration) and stems (point to illustration) and leaves (point to illustration).</p> <p>Pg. 13 "Look at the illustration. What is happening? The text says 'One child doesn't see the plants as he runs along and - Oh! He breaks one! Now it cannot grow anymore.' Why will the plant not grow anymore?"</p> <p>Pg. 17 "It is Summer. Summer is the season after Spring."</p> <p>Pg. 20 "The wind is blowing. It has even blown the petals." [point to petals] Petals are a part of the flower.</p>	<p>Children may comment on the cactus illustrated on this page.</p> <p>Children may comment on their previous experiences with snow.</p> <p>Children may grapple with the metaphor of snow as a white blanket.</p> <p>Children offer ideas about why plant will not grow after being broken. Teacher may offer corrections to any misconceptions, explaining that it is the root system that feeds the growing plant.</p> <p>Children may know Summer as a time of swimming, no school, etc.</p>
---	--

<p>To conclude the second read, prompt children to consider the theme of the story by saying “ The tiny seed traveled through many seasons, across a mountain, desert and even an ocean! It did not give up – it wanted to land where it could grow! The seed did not give up so it demonstrated perseverance.”</p>	<p>After the second read: Take a class walk outside to talk about the weather and current season. With clipboards, paper and writing tools, children can record outdoor observations that correlate with story events through dictation, illustrations or print with guidance and support (e.g. wind, sun, clouds, temperature, birds, hot, dry, cold, leaves). Post children’s work in room.</p> <p>If available, visit the school garden. Carefully examine the parts of the plants or flowers growing.</p> <p>Ideas for extending story comprehension by placing the following items for child manipulation: flannel board story pieces for retelling, fake flowers in house keeping, real flowers/plants in science area, dirt in sand table, T chart in writing (with other pictures of plants), etc.</p>
--	--

Third Read

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>The goal of this reading is to focus on a specific section of text for better understanding. During this read, close attention will be given to the different structures of plants (roots, stems, leaves). (S.PK.8; Life Science K Standard 8).</p> <p>Set the read aloud by quickly reintroducing <i>The Tiny Seed</i> as the current book study, leading children in recalling events from the story that illustrate the perseverance of the seed. In a turn and talk scenario, children will talk with a partner using the following language frame:</p> <p>Partner A: The wind blew the tiny seed over... Partner B: And the tiny seed also sailed over...</p>	

<p>Open the book to page 12. The teacher can model a readers thinking voice by wondering out loud “how does the tiny seed begin to develop into a plant? What does the text say?” Before beginning to read page 15, the teacher provides comments to ready the children to listen for how the text explains the process of the seed growing into a plant. As the text is read, the teacher will point to the illustrations as reference (roots, stem, leaves).</p> <p>The teacher will respond to comments, and will introduce pictures of various plants/flowers, directing children’s attention to the major parts of a plant. Comparisons and similarities between plants can be made. Reference can be made to the informational text <i>The Mystery Seed</i>, which describes the parts of plants.</p> <p>Next, the teacher will model writing by creating a diagram of a plant with the children, labeling each part with printed word.</p> <p>Finally, revisit page 15. Read the text that leads the children in locating the illustration of the tiny seed plant. Ask the children how it is that the tiny seed grows to be the biggest plant? What effect does the sun and rain have on the tiny seed?</p> <p>Read the final illustrations to determine how the tiny seed “outgrows” the other plants.</p>	<p>Children may comment, repeat, or speak to the seed growing roots, stem and leaves.</p> <p>[“Now they are not seeds any more. They are plants. First they send roots down into the earth. Then their little stems and leaves begin to grow up toward the sun and air.”]</p> <p>The children may comment about various plant pictures, parts of plants, size of plants, etc.</p> <p>Children may vary in answers or ideas. As needed, teacher will direct back to text.</p> <p>With guidance and support, children ‘read’ illustrations to find answers. [One plant is stepped on, one is picked, and the tiny seed plant continues to grow as it.]</p> <p>Children can refer to both texts (The Tiny Seed and The Mystery Seed) to complete a diagram of a plant and its parts.</p>
---	---

Developing Culminating Tasks

Teachers must make purposeful matches between text, task, and reader.

- Wessling, 2013

Teaching is a means to an end. Having a clear goal helps us educators to focus our planning and guide purposeful action toward the intended results.

- Center for Teaching, 2015



Key Idea #2

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

What is a Culminating Task?

A culminating task is an instructional activity that students complete after deep study of a text. The culminating task prompts students to think about the most important meanings presented in the text and gives them an opportunity to demonstrate their comprehension.

Culminating tasks help students build critical thinking and textual analysis skills, and give them meaningful practice in articulating and defining ideas, supported by evidence, through speaking, drawing, and writing.

An effective culminating task should:

- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent
- Be clear – not a “gotcha”
- Require textual evidence
- Pull from complex portions of the text
- Require analysis, synthesis, and evaluation of the text
- Require thoughtful reading and rereading of the text
- Should be a culmination of instruction that sets students up for success

Example: Culminating Task

Consider the lesson plan exemplars provided earlier using the text *The Tiny Seed*. Below are the matching tasks the teacher used to evaluate her students' comprehension throughout the reads, concluding with the culminating task of writing to the prompt of identifying the dangers the seed/plant faced.

<i>The Tiny Seed</i> Reading Tasks Including Standards Alignment	
	Through teacher observation and anecdotes, record each child's engagement in a read aloud, asking and answering questions, using illustrations to describe story events, settings and characters, and learning new vocabulary. (RL.PK.1,3,4,7; SL.PK.6; L.PK.4; RL.K.1,3,4,7; SL.K.2,6; L.K.4)
	Through teacher observation and child created diagram of a plant (identifying roots, stem, leaves, petals) assess each child's understanding of using writing to communicate information about a familiar topic, recall information from experiences and sources, and to discuss representations with others (W.PK.2,8; SL.PK.6; W.K.2,8, SL.K.5,6). Use developmental continuum of writing development as a reference for assessment.
	Through teacher observation and child artifact, assess each child's understanding of the central message of the text in responding to the prompt 'The Tiny Seed _____' in order to answer the question of what dangers the tiny seed faced as it traveled across lands and grew into a plant. (W.PK.8, SL.PK.5; W.K.8, SL.K.5,6)

Culminating Task	The culminating task is completed individually in a small group setting. For this task, children will be asked to refer to the text to explore how the author tells the reader that the seed is turning into a plant. Children will look closely at both the literary text <i>The Tiny Seed</i> and the informational text <i>The Mystery Seed</i> to complete the task of drawing a diagram of the plant structures mentioned in the texts (roots, stem, leaves, bud, flower).
-------------------------	---

Alternate Culminating Task

<p>Prompt: What dangers did the seed face? What dangers did the plants face? Children will be prompted with three open-ended sentence starters. (One seed _____. One plant _____. The tiny seed _____.) Children will use illustrations to compliment the response.</p>	<p>Possible Response: One seed <u>got too much water.</u> One plant <u>did not get any rain.</u> The tiny seed <u>grew into a huge flower.</u></p>
--	---

Discussion

- How do these example culminating tasks align to the criteria for an effective task?

Video: Repeated Interactive Read Aloud

Watch how this educator puts repeated interactive read alouds together, using with the text *The Very Hungry Caterpillar* by Eric Carle.

Repeated Interactive Read Aloud – <i>The Very Hungry Caterpillar</i>	
How did she target different standards across the multiple reads?	
How did she support students in engaging with the text at different levels?	
How did she scaffold questions to support deeper understanding of the text?	
How did she focus on specific sections of the text for repeated reading?	
Additional Notes	

Practice: Creating a Culminating Task

Review the text complexity analysis you completed earlier for the text you brought or for *The Tale of Peter Rabbit*, including the sample tasks you identified. Discuss the most important information, ideas, and meanings of the text with a group, and edit or add to your list of culminating tasks for this text.

Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

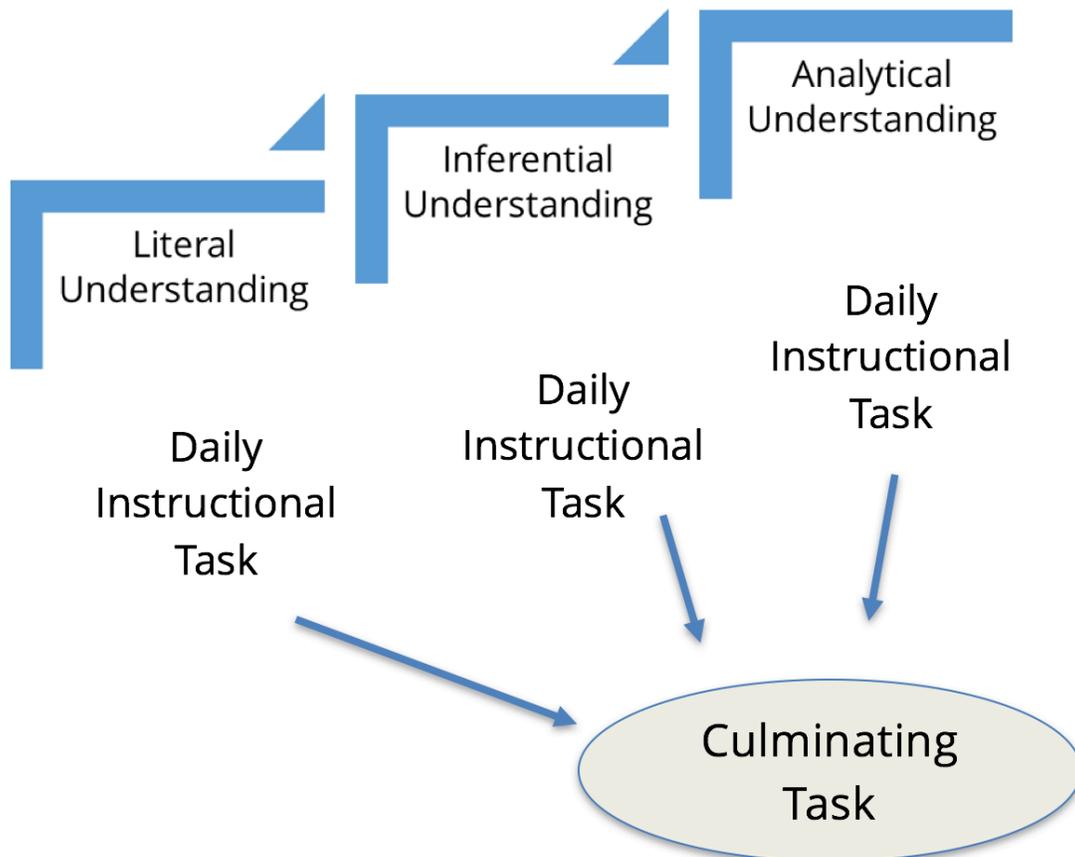
1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.

Culminating Tasks for *The Tale of Peter Rabbit*:

Practice: Creating Text-Dependent Questions that Scaffold Understanding

Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

1. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
2. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).



Activity: Sandwich Foldable

As we investigate repeated interactive read alouds we will use the analogy of making a sandwich. The different ingredients in a sandwich represent the various layers of a complex text. As we move through each read, use each sandwich template to think about how every read is vital to the overall understanding of a text, making each “bite” of the text more rich and tasty. Highlight words, phrases, or questions to write on each layer of the sandwich foldable as we work through the different steps of creating a repeated read aloud lesson plan. The template is located after each close read lesson plan.



Practice: First Read - Literal Understanding

Purpose: Students gain a literal understanding of the text as they focus on what the author explicitly shares about the key ideas and details of the text. The purpose is to understand what the text says.

Looks Like: Teachers should read the entire book with minimal interruptions during the initial reading. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. The goal is for students to enjoy the book, both its literature and illustrations, and to experience it as a whole. This gives students context and a sense of completion before they dive into examining sections of the text more carefully on subsequent reads.

Sounds Like: Questions focus on identifying and understanding what the text says explicitly, or the information that is “right there”. Questions should support students in understanding the *who, what, when, where, and how* of the text, including story elements (i.e. characters, setting, and plot) and other important details that the author includes.

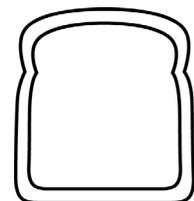
Text-Dependent Questions: Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Tale of Peter Rabbit* text at a literal level. Start with the **Key Ideas and Details** standards for both Informational Text and Literature, with a specific focus on **Anchor Standard #1**. Brainstorm initial ideas for a daily task that synthesizes learning and supports comprehension.

1. _____
2. _____
3. _____

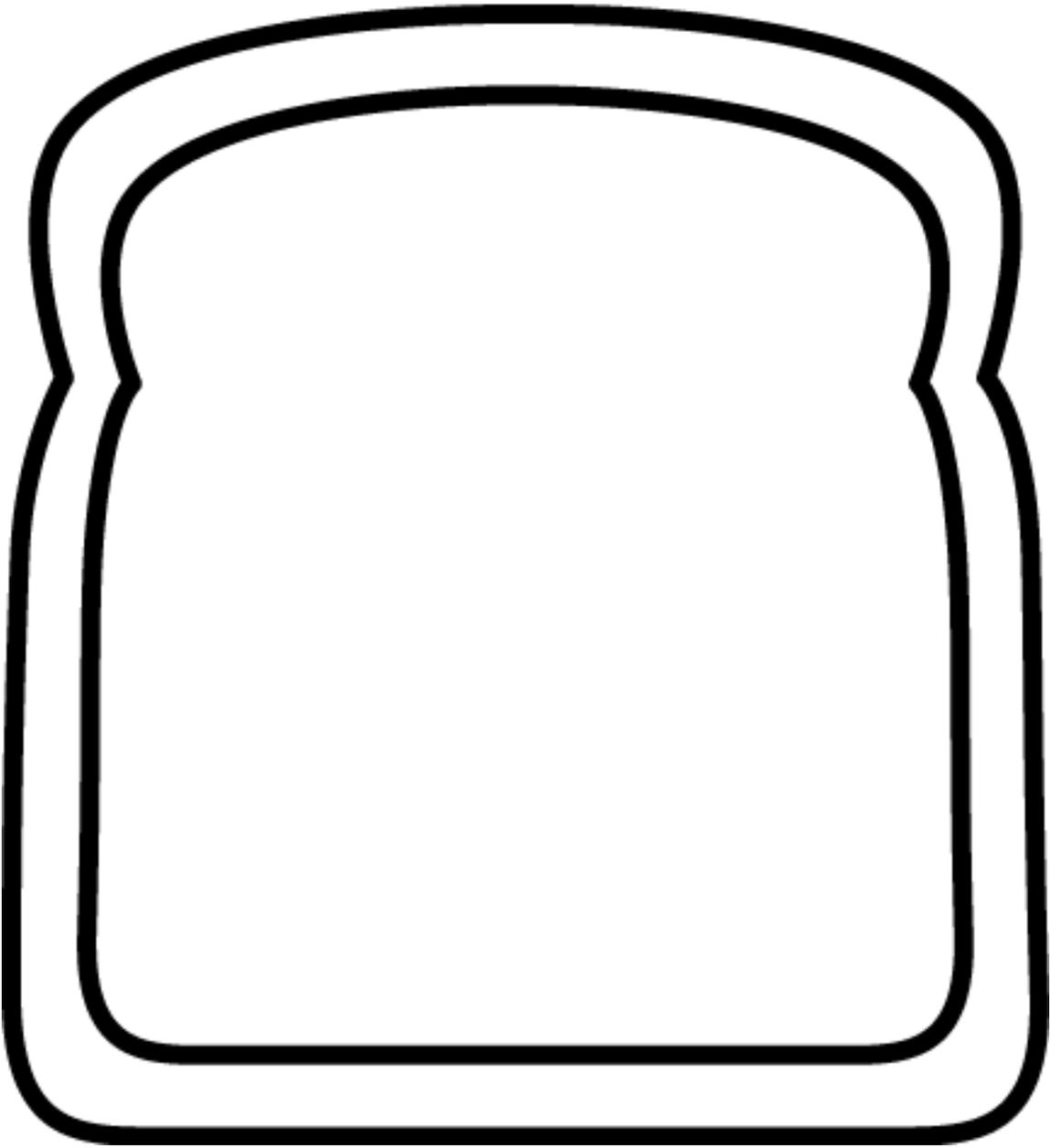
DAILY TASK:

*Note: **Anchor Standard #2** focuses on the text’s theme or main idea. Depending on the complexity of the text and students’ abilities, questions aligned to this standard may be appropriate for the first read. However, if the text’s theme or main idea requires inferential thinking, students may need additional exposure to the text before they’re ready to answer these questions. The same is true for **Anchor Standard #3**, which is about describing characters and making connections.*

- Purpose is to understand what the text says
- Teacher reads the full text with minimal interruptions
- After reading the text, ask “right there” questions about information that is stated explicitly



Activity: Sandwich Analogy



Practice: Second Read - Inferential Understanding

Purpose: Students make inferences to determine implicit meanings and connections within the text, thinking more about the key ideas and details in the text and beginning to explore its craft and structure. Students start answering “why” questions. The purpose is to understand what the text means and how it works.

Looks Like: For a second read, select a section of the text that is “close read worthy” or reread the full text, depending on the text’s length. Alert students to sections that include complex elements or ideas that they can explore at greater depth. This read may focus on the author’s craft and organizational patterns. It may include focus on the author’s vocabulary choices, text structure, or text features.

Sounds Like: Questions should build on the *who, what, where, when, and how* questions from the previous reading by pressing students to link evidence and explain *why*. Teachers should ask questions about the illustrations, vocabulary, and difficult or unique sentences and prompt students to think about how pictures and words convey meaning. Teachers may ask structural questions about genre, point of view, or text features.

Text-Dependent Questions: Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Tale of Peter Rabbit* text at an inferential level. **Revisit the Key Ideas and Details** standards, then move on to the **Craft and Structure** standards for both Informational Text and Literature. Brainstorm initial ideas for a daily task that synthesizes learning and supports comprehension.

1. _____

2. _____

3. _____

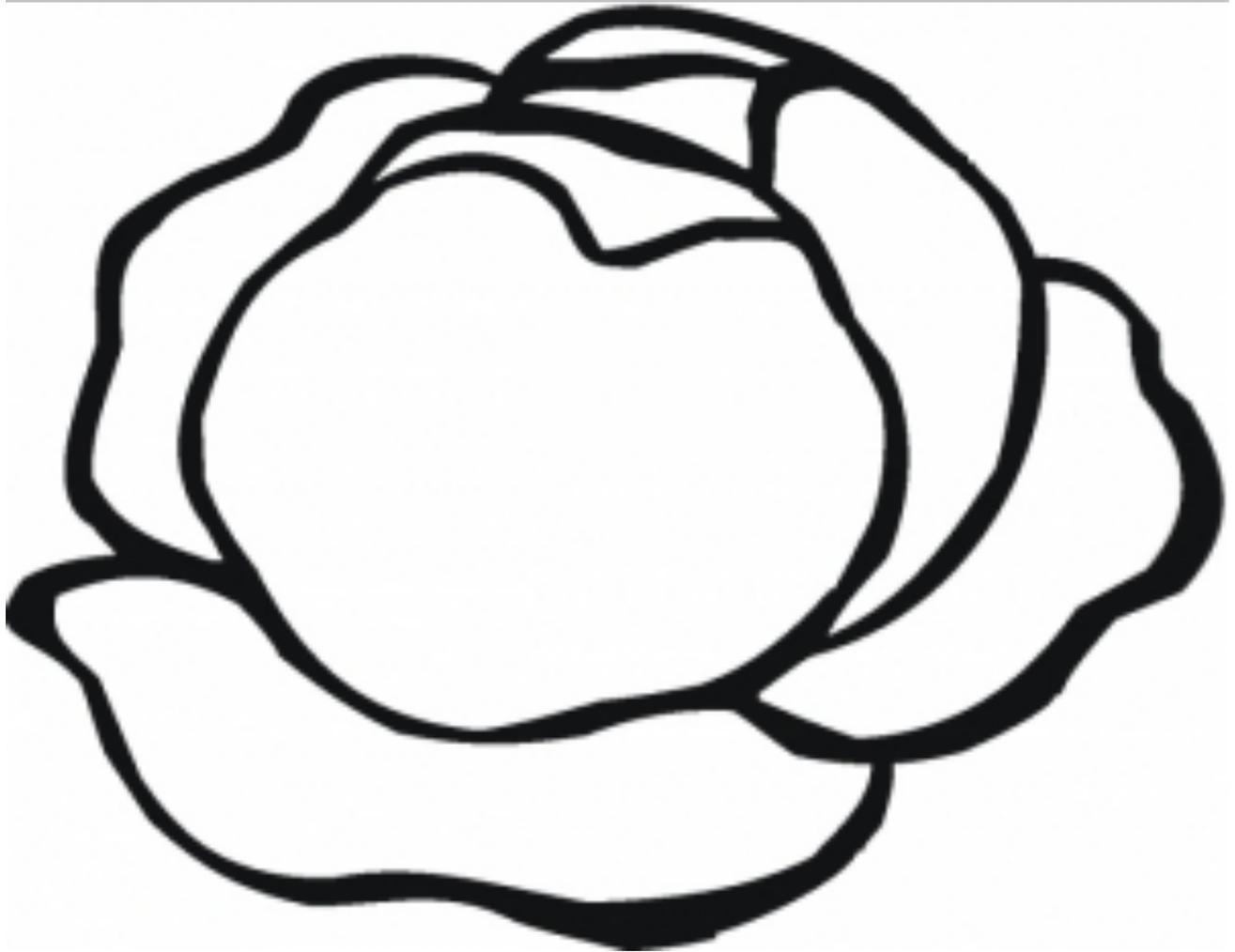
DAILY TASK:

Note: Depending on the complexity of the text and students’ abilities, teachers may choose to read the text or sections of the text two or more times with a focus on inferential understanding.

- Purpose is to understand what the text means and how it works
- Read to answer “why”
- Incorporate questions that require inferences
- Draw students’ attention to specific words, sentences, and images
- Begin to ask higher-order questions around theme, purpose, point of view, etc.



Activity: Sandwich Analogy



Final Reads: Analytical Understanding

Purpose: Students integrate knowledge and ideas to analyze the text for meaning and purpose. Students may be asked to engage in the comparative analysis of two or more texts. Final reads and deep thinking set students up to demonstrate their comprehension through a rigorous culminating task.

Looks Like: The third (or more if needed) reading of a text should go even deeper, requiring students to synthesize and analyze information. This read could include comparing the book to other texts or media. It also may include examining deep themes, analyzing characters' motives, and/or thoroughly examining and comprehending challenging new concepts in an informational text.

Sounds Like: Questions should support students in connecting ideas and drawing conclusions, as well as continue to press on the question of "What does the text mean?" and hold students accountable to justifying their reasoning with specific text evidence. The teacher may record ideas on sticky notes or graphic organizers to scaffold information, or refer back to previous discussions of the text. Attention to particular sections of the text that are challenging or significant may occur during the final reading as well. Questions may cover a range of standards, depending on the topic and complexity level of the text.

Text-Dependent Questions: Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Tale of Peter Rabbit* text at an analytical level. Start with the **Integration of Knowledge and Ideas** standards for both Informational Text and Literature. Depending on the specific text being read, additional questions can be generated from other standards. Brainstorm initial ideas for a daily or culminating task that synthesizes learning and supports comprehension.

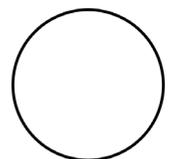
1. _____

2. _____

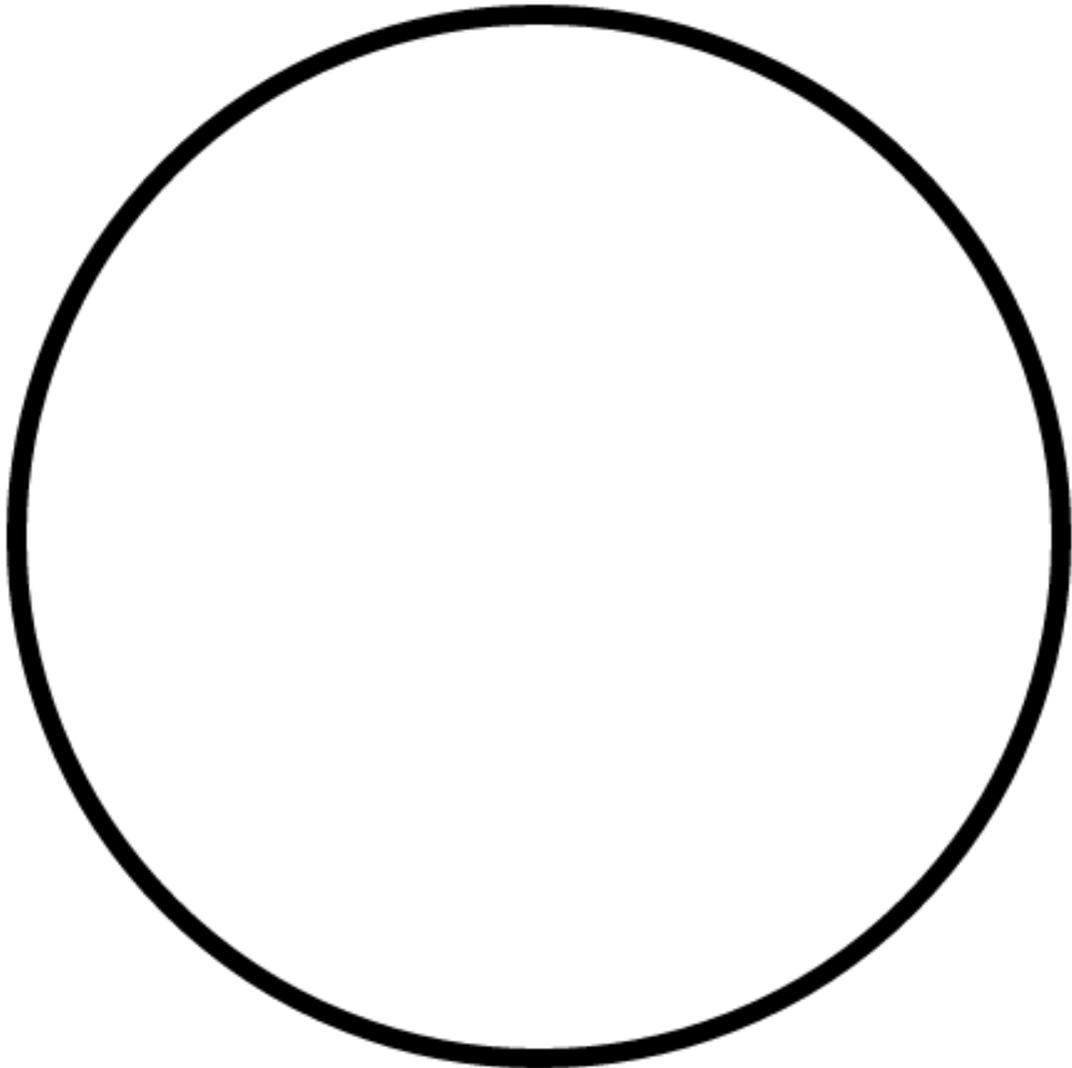
3. _____

DAILY OR CULMINATING TASK:

- The purpose is to synthesize and analyze the text for deeper meaning
- May focus on specific sections of the text that are challenging or significant
- Focuses on the integration of knowledge and ideas, with additional questions based on other relevant standards
- Prepares students to engage with a culminating task



Activity: Sandwich Analogy



Practice: Repeated Interactive Read Aloud

Lesson – Putting the Pieces Together

Using all of the resources and work you completed so far, work with a group to create an interactive read aloud lesson plan for the text you brought or using *The Tale of Peter Rabbit*.

Guide to Planning Repeated Interactive Read Aloud that Support Close Analytic Reading

3. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards. *Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
4. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
5. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
6. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
7. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

Text	<i>The Tale of Peter Rabbit</i> by Beatrix Potter (Genre: Literary)
Standards	
Culminating Task	
Objectives	
First Read	<p>Daily Task:</p>

Second Read	Daily Task
Third Read	Daily Task
Additional Readings or Notes	

Share: Repeated Interactive Read Aloud Lesson

After completing your group's interactive read aloud lesson, find a partner from another group. Share the parts of your lesson plan that you are most proud of. Learn about their plan. Record any ideas or insights in the space below.

Reminder: Let the Text Drive Instruction

“Clearly a consideration of the reader, the task, and the sociocultural context of the text is necessary, but the text should also inform the type of questions you need to generate for students to achieve critical analysis. Not all questions provide equal support, so you must be very intentional in your analysis of the text and in your crafting of questions.”

- Retrieved from <http://www.literacyworldwide.org>, Grant and Lapp, 2016

Repeated close reading begins with a literal understanding of the text and builds towards deeper, complex thinking as students’ background knowledge and comprehension increase. The repeated close reading ideas shared in this module are not an exhaustive list: they are intended to serve as one tool when planning multiple reads of a text. **What’s most important is that the content of the text, the Tennessee Academic Standards, and students’ level of understanding drive questioning and instruction during each read of the text.**

Reflection

- The infographic below presents another view of repeated reading as a process where students move from understanding the parts of the text to understanding it as a whole. How does this model help you understand the purpose and goal of repeated readings?

Additional Resources

Blog Post: Close Reading and the Reading of Complex Text Are Not the Same Thing

Recently, I was asked to make some presentations. I suggested a session on close reading and another on teaching with complex text. The person who invited me said, “But that’s just one subject... the close reading of complex text. What else will you talk about?”

Her response puzzled me, but since then I’ve been noting that many people are confounding those two subjects. They really are two separate and separable constructs. That means that many efforts to implement the so-called Common Core standards may be missing an important beat.

Close reading refers to an approach to text interpretation that focuses heavily not just on what a text says, but on *how* it communicates that message. The sophisticated close reader carefully sifts what an author explicitly expresses and implies, but he/she also digs below the surface, considering rhetorical features, literary devices, layers of meaning, graphic elements, symbolism, structural elements, cultural references, and allusions to grasp the meaning of a text. Close readers take text as a unity — reflecting on how these elements magnify or extend the meaning.

Complex text includes those “rhetorical features, literary devices, layers of meaning, graphic elements, symbolism, structural elements, cultural references, and allusions.” (Text that is particularly literal or straightforward is usually not a great candidate for close reading). But there is more to text complexity than that — especially for developing readers.

Text complexity also includes all the other linguistic elements that might make one text more difficult than another. That includes the sophistication of the author’s diction (vocabulary), sentence complexity (syntax or grammar), cohesion, text organization, and tone.

A close reader might be interested in the implications of an author’s grammar choices. For example, interpretations of Faulkner often suggest that his use of extended sentences with lots of explicit subordination and interconnection reveals a world that is nearly fully determined... in other words the characters (like the readers) do not necessarily get to make free choices.

And, while that might be an interesting interpretation of how an author’s style helps convey his meaning (prime close reading territory), there is another more basic issue inherent in Faulkner’s sentence construction. The issue of reading comprehension. Readers have to determine what

in the heck Faulkner is saying or implying in his sentences. Grasping the meaning of a sentence that goes on for more than a page requires a feat of linguistic analysis and memory that has nothing to do with close reading. It is a text complexity issue. Of course, if you are a fourth-grader, you don't need a page-long sentence to feel challenged by an author's grammar.

Text complexity refers to both the sophisticated content and the linguistic complexity of texts. A book like, *To Kill a Mockingbird* is a good example of sophisticated content, but with little linguistic complexity. It is a good candidate for a close reading lesson, but it won't serve to extend most kids' language. While a book like *Turn of the Screw* could be a good candidate for close reading, but only if a teacher is willing to teach students to negotiate its linguistic challenges.

The standards are asking teachers to do just that: to teach kids to comprehend linguistically complex texts and to carry out close reads. They definitely are not the same thing.

- Written by Timothy Shanahan, retrieved from <http://www.shanahanonliteracy.com/2016/01/close-reading-and-reading-of-complex.html>

Additional Resources

Culminating Task Ideas

Additional examples of culminating tasks are listed below.

- Create a class book based on student responses to the author’s work.
- Present on a topic of interest from a non-fiction text. Have students give presentations to the class sharing their knowledge.
- Have students create additional graphics for a non-fiction text, complete with captions, picture labels, charts, etc.
- Compose poetry about information gained from a text or about specific characters.
- Create an entire magazine with a series of articles about characters or events in the story. This could work well with a group, as each student could contribute an article and collaborate on the cover.
- Develop a timeline about the books’ events. Adding photos and art to the timeline would strengthen its value and interest.
- For picture books, have students create a “Reader’s Theater” piece from the entire book or dramatize a single scene from the book.
- Have students create some visuals — a display board, PowerPoint presentation, or even a brief video — as they show their classmates what they’ve learned.
- Create a literary social network. Have students create social media profiles or trading cards for various characters.
- Write a fan letter to the author. This project is perfect for individual, group, or classroom. Have students mention specific characters and say why they are such favorites. Or have them talk about particular themes found in text.
- Create a comic. Students can make a storyboard and illustrate a graphic novel sequel or prequel to a book.
- Write a letter to one of the characters in the books.

- Modified from http://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf

Additional Resources

There are many digital resources that teachers can access to obtain repeated close reading lesson plans, culminating task ideas, and various other supplemental tools. Some examples of free potential resources include:

1. The Read-Aloud Project

Student Achievement Partners' Achieve the Core Website

<http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>

2. Read Write Think

International Literacy Association's Instructional Website

<http://www.readwritethink.org>

3. Reading Rockets

Louisa Moats Compiles Resources for Educators, Parents, and Students

<http://www.readingrockets.org>

4. INVEST Video Library

Ayer's Institute by Lipscomb University: Video Library of Exemplar Teaching

Note: This is a free resource, but you need to create a log-in and password to access it.

<http://www.lipscomb.edu/ayers/invest>

5. RubiStar

Free Educational Website for Creating Rubrics

<http://rubistar.4teachers.org/index.php>

6. eduToolbox

Additional Repeated Close Reading Lesson Plans (*Migrated from TNCore)

<http://www.edutoolbox.org>

Username: tneducation

Password: fastestimproving

Wrap Up

Spend some time reflecting upon Module 3's discussion of interactive read alouds with repeated close reading and culminating tasks. Develop an attainable goal of how to implement these instructional practices in your own classroom. Record your thoughts here for future reference.

Module 4: Creating Text Sets that Build Knowledge and Vocabulary

[TAB PAGE]

Course of Study

Read to be Ready

Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Designing Your Literacy Block

Module 4: Creating Text Sets that Build Knowledge and Vocabulary

Objectives

- Learn how to plan and assemble a series of texts into a unit designed to build knowledge and vocabulary around a topic
- Make connections to topics studied in Modules 1-3

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration and Knowledge of Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.

Kindergarten Reading Standards

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.

Integration and Knowledge of Ideas

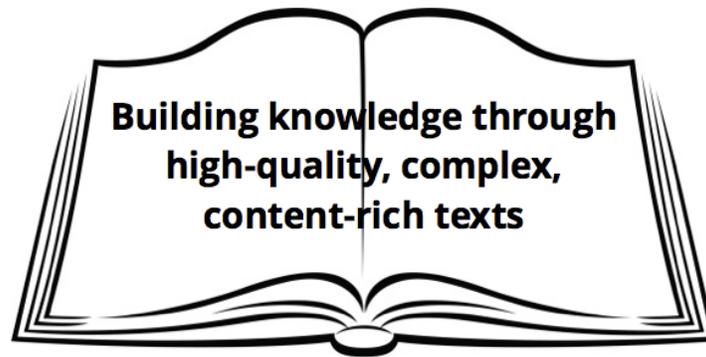
1. With prompting and support, describe the relationship between illustrations and text.
2. With prompting and support, compare and contrast familiar literature and/or informational text.

Range of Reading and Text Complexity

- Actively engage in group reading activities with purpose and understanding.

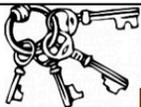
TEAM Alignment

- Standards and Objectives
- Motivating Students
- Activities and Materials
- Instructional Plans
- Assessment



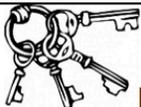
Key Idea #1

All students need regular practice with high-quality, appropriately-complex texts that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



Key Idea #2

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.



Key Idea #3

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

Activity: Write – Pair – Share

Read the quotes on the following pages. Annotate the quotes using the following symbols.

- * I agree because...
- X I disagree with this because...
- ! Wow! I'm experiencing a strong reaction to this because...
- ? My question here is...

After reading and annotating the quotes, write a short reflection using the question as a prompt. Then, discuss your reflection with a partner. Be prepared to share your reflections with the group.

- How do these quotes connect to each other?
- How do they connect to the work we've studied so far at this training?

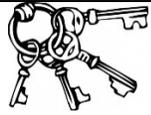
Quotes

1. “Later education could build on a firm foundation if the achievement of early childhood education was a child who was: tuned to the meanings of texts, eager to talk and read and write, able to compose and write simple texts, and able to read narrative and non narrative texts.” (Clay, 1991)

2. “Early literacy is an emerging set of relationships between reading and writing. These relationships are situated in a broader communication network of speaking and listening, whose components work together to help the learner negotiate the world and make sense of experience. Young children need writing to help them learn about reading; they need reading to help them learn about writing; and they need oral language to help them learn about both.” (Roskos, Christie & Richgels, 2003)

3. "To be fully literate is to have the disposition to engage appropriately with texts of different types in order to empower action, feeling, and thinking in the context of purposeful social activity." (Wells, 1990).
4. "...no students (nor anyone else, for that matter) can write effectively if she does not have solid knowledge and understanding about her subject, and does not have a clear structure through which to think about, construct, and communicate that knowledge." (Hawkins, et al., 2008)
5. "According to constructivist theory (e.g. Piaget, 1977), children construct their knowledge through the interaction of their ideas with the world, both social and physical. According to this theory, teachers cannot transmit knowledge to children, but they may facilitate learning. Constructivist teachers provide environments that are conducive to children's continual construction of new knowledge" (Broderick & Hong, 2011)
6. "In the world of reading instruction, this understanding about learning means that students are far more likely to become capable, strategic readers if they are learning reading strategies while in the process of acquiring deep content knowledge." (Hawkins, et al., 2008)
7. "When approached as similar, related composing processes rather than as isolated skills and behaviors, writing and reading can influence and support the development of reading, writing, and thinking (Squire, 1983). (as cited in Langer & Flihan, 2000)
8. "Every time we read aloud to children, for whatever reason, we are teaching writing. How else would children know what good writing is *supposed* to sound like if we didn't read aloud to them?" (Ray & Cleaveland, 2004)
9. "Writers incorporate what they have learned about language, structure and style from the texts they have encountered as readers. They also reflect on their own knowledge of texts they have read and experiences they have had as a way of generating and synthesizing ideas for writing." (Langer & Flihan, 2000)
10. "Pre- and post-writing activities have also been used as effective instructional activities to promote comprehension for low-achieving readers. These instructional activities effectively address the problem of poor comprehension by providing this sort of instructional scaffolding to help low-achieving readers comprehend texts above their independent reading level." (RAND Reading Study Group, 2002)

Teaching with Text Sets



Key Idea #8

Reading and writing are complementary processes, and both processes are supported and enhanced through authentic integration and the development of knowledge and vocabulary.

A text set is a set of texts around a similar topic, theme, or idea. Strong text sets share common vocabulary, which helps bolster students' vocabulary knowledge through repeated readings about similar ideas, which allow them to build knowledge.

- Louisiana Department of Education

A text set is a collection of related texts organized around a topic or line of inquiry. The line of inquiry of a given set is determined by an anchor text – a rich, complex grade-level text.

- Council of Chief State School Officers, 2013

Text sets are resources of different reading levels, genres, and media that offer perspectives on a theme.

- Annenberg Learner

Text sets need to be introduced in kindergarten and then “used throughout students’ schooling.” They don’t focus on a single type of cognitive processing, but require students to analyze more than one text. For this reason text sets involve many types of texts: “multiple texts by the same author, multiple texts on the same topic, multiple texts that can contribute different but overlapping information on the same subject, and multiple texts that differ in quality or effectiveness of perspective.” Instruction using text sets requires different responses by the readers which often include writing or oral presentation of ideas.

- Shanahan, 2010

Reading a number of texts within a topic grows knowledge and vocabulary far faster than any other approach.

- Student Achievement Partners, Text Set Project

Teachers who provide comprehension strategy instruction that is deeply connected within the context of subject matter learning, such as history and science, foster comprehension development.

- RAND, 2002

Activity: Visualize a Text Set

Read the following classroom vignette that describes how one teacher uses a text set in her classroom. Then, review the traits of a strong text set, and discuss the following questions:

- How is the text set Ms. Jackson uses strong?
- How does she use different types of texts for different purposes?
- How does she teach different skills and standards through the various texts?
- How are her students building knowledge?

Strong Text Sets	Weak Text Sets
<ul style="list-style-type: none"> • Builds student knowledge around a topic • Meaningful connections to the anchor text • Authentic, rich texts worthy of study • Range of text types (literary and informational) and formats • Supports student achievement through text complexity • Includes texts that represent various forms of complexity • Includes visual media, such as videos, images, maps, timelines, and other graphics or text features. 	<ul style="list-style-type: none"> • Superficial connection or no connection across texts in the set • Only commissioned texts or textbook passages • Focused on one genre or format (unless that set is a genre study) • Text complexity levels are not appropriate for students (too low or too high) • Text set does not represent diverse types of texts or diverse measures of complexity

- Borrowed and adapted from *Guide to Creating Text Sets*, retrieved from www.ccsso.org

Authentic Reading and Writing in Practice: Classroom Vignette

Students in Ms. Jackson’s second grade class begin a two-week, text-centered interdisciplinary unit on plants, based on the following science standards:

- 0207.1.1 – Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.
- 0207.2.2 – Investigate living things found in different places.
- 0207.2.3 – Identify basic ways that plants and animals depend on each other.
- 0207.Inq.2 – Ask questions, make logical predications, plan investigations, and represent data.
- 0207.Inq.3 – Explain the data from an investigation.

Based on the multiple texts she selects for this unit, Ms. Jackson plans to anchor her instruction in the following reading standards:

- RL.2.3 – Describe how characters in a story respond to major events and challenges.
- RL.2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

Students begin their unit by visiting a small school garden that was planted by previous students. They walk around the garden and talk about the different kinds of plants they see. Back in the classroom, Ms. Jackson asks them what they noticed about the plants and to identify the ones that seemed interesting to them and why. As students generate their observations in a guided discussion, Ms. Jackson records their ideas on a chart titled “Our Observations”. Their ideas include: some plants have flowers; some plants, such as the carrots, will have food that people and animals can eat; and, some plants are tall with many leaves and others have only a few leaves.

Then, Ms. Jackson reads aloud the informational text *From Seed to Plant* by Gail Gibbons. Students discuss what they learned from the text and this information is added to another section of the chart titled “Our New Knowledge”. In a separate column, titled “Our Questions”, students generate questions they still have about types of plants and how they grow. Students

will continue to add to this chart throughout their unit of study. Ms. Jackson will return to the book *From Seed to Plant*, leading multiple close reads of the text to deepen knowledge and review vocabulary. She uses this text to start a unit-based Word Wall where students log unique vocabulary words associated with plants.

The next day, students participate in a shared reading of the narrative *The Garden* from *Frog and Toad Together* by Arnold Lobel. They compare and contrast the information presented about planting seeds from this fictional text with yesterday's informational read aloud, using a Venn diagram.

In a guided reading setting later that day, some students re-read *The Garden*. Ms. Jackson lists words from the story that contain common vowel digraphs, such as *seeds*, *grow*, and *shouting*, and asks the students to notice and practice the sounds of the vowels. When students begin reading, Ms. Jackson focuses on how they read vowel digraph words within the text, providing corrective feedback as needed. After reading, Ms. Jackson prompts students to think more about how Toad's feelings about his garden change throughout the story. Tomorrow in this guided reading group, Ms. Jackson will guide students to find specific quotes and actions that provide evidence of Toad's shifts in feelings.

In a different guided reading group, Ms. Jackson introduces the text *Oh Say Can You Seed? All About Flowering Plants* from the Cat in the Hat's Learning Library Series. Students begin by reading the text independently, and Ms. Jackson asks them to write vocabulary words they encounter that are unfamiliar. Over the course of the week, this guided reading group will engage in close readings of each section of the text, with a focus on building knowledge of plants through vocabulary study. Ms. Jackson will call their attention to additional vocabulary words and their meanings, including Tier II words such as *moist* (plants need moist soil) and *anchor* (roots anchor plants), as well as Tier III words, such as *fertilize* and *photosynthesis*. She will also help students make connections to the meanings of these words by reminding them of their experience visiting the school garden and inviting them to share other moments when they've encountered these terms in real-world settings. One student shares that her neighbor has asked her to help pull *weeds* along the sidewalk, while another jokes that his uncle always complains about the *pollen* in the air and how it makes him sneeze. Students add these new vocabulary terms to their Word Wall.

In addition to vocabulary study, Ms. Jackson will lead conversations around key conceptual ideas presented within the text *Oh Say Can You Seed?*, such as what it means for leaves to be a "food factory".

Students plant seeds of their own, recalling information learned from texts to guide their process. For example, to sprout their seeds, they first place them on a wet piece of construction paper inside a glass jar, following the directions from the section “How to Raise Bean Plants” from the text *From Seed to Plant*. Every few days, students use tools to measure their seeds’ growth, amount of sunlight and water, and changes in leaf development. They record their observations through speaking, drawing, and writing, and make predictions about what their seeds will look like in the following days based on the information they’ve gathered from texts. Later, once the seeds have sprouted, they’ll transfer their plants to soil. Students will work in groups to write an informational piece on how to grow plants, using specific vocabulary from their unit, such as *soil*, *sprout*, *root*, and *stem*.

Ms. Jackson guides her students through a word study, vocabulary, and comprehension lesson based on the poem *Gathering Leaves* by Robert Frost. For vocabulary study, students discuss Frost’s choice of some of the words and the mind pictures they create, such as how “bags full of leaves are light as balloons” and the meaning of the word “rustling”. For word study, students read and analyze the vowel patterns that make up the rhyme scheme, including two different patterns that both produce the long A sound. Ms. Jackson points out how the words “duller” and “color” rhyme, even though the r-controlled vowels are different, and invites students to notice and identify other interesting phonics relationships. Once again, students think about how these words sound, how they contribute to the rhythm of the poem, and what they mean. Students engage in repeated readings of the poem throughout the week to build fluency, and focus specifically on reading with appropriate expression based on the end punctuation of each line and the meanings that are conveyed with their expressions.

To extend comprehension and knowledge building, Ms. Jackson uses ideas from the *Gathering Leaves* poem to pose an inquiry question: why do leaves change color? Students discuss their independent hypotheses together, and then put their predictions in writing. Ms. Jackson invites students to collaboratively research their question, using the text *Why Do Leaves Change Color?* by Betsy Maestro as a keystone text. One differentiated small group reads the text independently, while another small group listens to a video recording of the text on the computer. After reading, both small groups discuss what they learned and return to their written predictions to edit and add more. Ms. Jackson works with another small group, reading the text aloud to them and asking questions along the way to assist their comprehension. In addition to the keystone text, Ms. Jackson shares other texts and forms of media that students explore during independent learning centers.

Later, Ms. Jackson takes the class outside to collect leaves. Students seek leaves of different colors from different kinds of trees. Back in their classroom, they discuss the physical characteristics of the leaves they found and make inferences about the temperature, levels of chlorophyll, and other factors that may have influenced the leaves' colors. Students each choose one leaf and write an essay describing the leaf and its coloration, drawing information from the various texts they've read to support their inferences.

After reading several texts on plants, Ms. Jackson introduces a new idea – she asks students to think about examples of how plants and animals work together. Students think and write independently, then share their ideas with partners. Recalling from multiple sources, students list how bees transfer pollen from flower to flower, how burr-like seeds stick to animals' fur and are carried around, and how various animals drink nectar from flowers. Then, Ms. Jackson leads a shared reading lesson using *Green Invaders*, an article from National Geographic for Kids, which discusses the impact of invasive plant species on local ecosystems and food chains. Students identify additional relationships between plants and animals cited in the article, such as how monarch butterflies only eat milkweed.

While reading the *Green Invaders* article, students get excited about the following passage: *"The good news is, gardeners everywhere are working hard to protect native plants and get rid of the invaders. Many local garden centers sell native plants. 'Just Google 'native plants' and your location, and you can find out which plants really belong where you live,' says Tallamy."* Students beg Ms. Jackson to do the search, and together they browse images of local plants on the projector screen. The class decides to look for these plants when they're outside in their neighborhoods and to bring pictures or written descriptions back to the class. Ms. Jackson suggests that the class create their own encyclopedia of local plants, reminding students that they can use the vocabulary they've learned in their unit to label and describe the plants.

Students conclude their unit on plants by studying the impact of agriculture on communities, especially communities in different places from their own. During guided reading, they read *A Weed is a Flower: The Life of George Washington Carver* by Alike. Ms. Jackson reads aloud *Farmer Will Allen and the Growing Table* by Jacqueline Briggs Martin, the story of a modern urban farmer whose goal is to provide affordable and healthy food to underserved communities. Ms. Jackson also reads aloud *Planting the Trees of Kenya* by Claire Nivola, about 2004 Nobel Peace Prize winner and founder of the Green Belt Movement, Wangari Maathai. Finally, through read aloud and shared reading experiences, students read the fictional poem *The Lorax*, by Dr. Seuss.

Students synthesize their learning by writing and presenting two pieces: an informational piece about plants and their importance to the world, and an opinion piece about which of the final texts they read poses the best argument for the value of plants and the need for conservation.

At the end of the unit, Ms. Jackson reviews student work and recalls conversations with students and their families about what they learned. She's confident that students developed a deep bank of knowledge and vocabulary about plants, and also improved their reading, speaking, and writing skill through the process.

Additional Standards Taught Through this Unit:

Reading

- RI.2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

- RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words
- RF.2.4 – Read with sufficient accuracy and fluency to support comprehension

Writing

- W.2.1 – 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.
- W.2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.7 – 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).
- W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language

- L.2.4 – 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.

Mathematics

- MD.2.1 – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Teaching with Text Sets

How Do You Create Text Sets?

1. Choose an anchor text and determine the enduring understanding of the set.
2. Select additional texts and media and organize them as a whole.
3. Create an extension task that synthesizes knowledge from all texts and emphasizes the enduring understanding.
4. Identify standards that align with the texts in the set.
5. Continue to revisit the text set, revising and refining as needed.

Discussion

- How do text sets sound similar to past teaching practices?
- What do you think makes them different?
- Based on the quote from the RAND study, how do text sets “grow knowledge and vocabulary”?
- How does growing knowledge and vocabulary benefit mastery of standards in ELA and in the content areas?

Planning a Text Set

Planning thematic connections creates opportunities to build background knowledge and make intertextual connections.

- Santoro, Chard, Howard, and Scott, 2008

Step 1: Choose an Anchor Text and Determine the Enduring Understanding

- Select an anchor text that is high quality, content rich, and appropriately complex. Consider students' interests and your instructional aims.
- Read the text closely, paying attention to its various complexities. Determine the Big Idea or Enduring Understanding of the text set, keeping in mind the content and themes naturally occurring in the anchor text.
 - Explore a concept or theme
 - Understand different perspectives about an idea or event
 - Explore a content area topic in depth from science or social studies
 - Explore a writing style or format through an author or genre study

Example – Choosing an Anchor Text

"I chose *The Tiny Seed* by Eric Carle because it has a high quantitative complexity, with a Lexile of 400L, placing it near the beginning of second grade. This is a good range for my young students. At this time of the year, I feel this will present my preschoolers with a challenge and an opportunity for building reading stamina, while still being accessible to them. It also allows me to build in science-based standards by introducing the children to information such as the structures and life cycle of a plant. Looking at the qualitative measures of the text, I like the way the theme of perseverance is developed through the character of the 'seed' as it faces many dangers. Additionally, the seed travels across time, a theme typically difficult for young children to conceptualize. The book also contains characteristics of high-quality literature, composed of engaging illustrations, rich vocabulary, a thematically rich-issue of perseverance, and a complex plot that occurs across time. Most importantly, I think the children will find the text interesting because I have noticed a developing interest in plants as they have been exploring and picking the weeds/"flowers" growing around the playground."

Example – Determining the Enduring Understanding

"I have decided the enduring understanding for the text is how living things change across *time*. Children will develop an awareness of how a story can communicate the change of time through text and illustrations, as well as develop a deeper understanding that living things change over time. This enduring understanding meets the pre-K social studies standard 'to develop an understanding of how living things change over time' (SS.PK.1), and the enduring

understanding is complimented with the pre-K science learning standard about living things as it serves as an introduction to identifying structures of familiar plants (S.PK.8). I can introduce these ideas with the anchor text and easily build on them with supporting texts that explore the sequential growth of plants. Along with the enduring understanding, I also want to introduce the notion of perseverance; in particular as it relates to approaches to learning (AL.PK.9) because the story is an illustration of not giving up. I am hopeful to build the understanding of the term as it relates to the children’s persistence in working through experiences.”

Apply and Reflect

Step 1: Choose an Anchor Text and Determine the Enduring Understanding

With your partner, analyze the teacher narrative regarding her selection of the anchor text and enduring understanding of the text set. Also, choose one of the text sets located in the appendix of the manual and review the anchor texts and enduring understandings outlined in those plans.

Then, discuss the following questions:

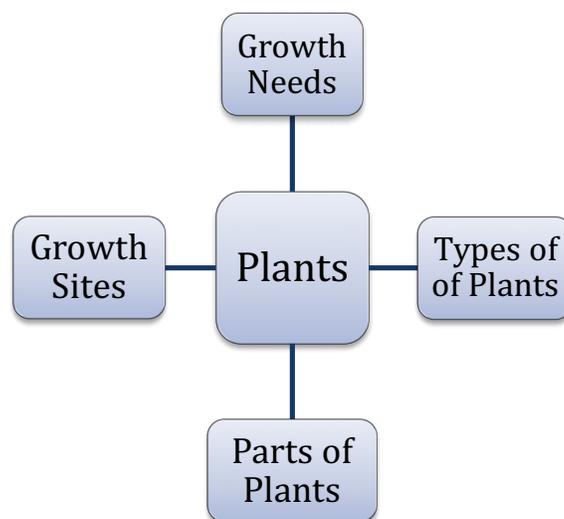
- How do the enduring understandings support the anchor text?
- How do the enduring understandings connect the text sets?
- Do the texts and enduring understandings pull in content standards (e.g. science or social studies)?

Step 2: Select Additional Texts and Media that Build on the Anchor Text

- Select texts and media that connect to the anchor text and support the enduring understanding.
- Include a variety and balance of text formats (poetry, songs, media, art, informational text, literary text, etc.) that are also complex, high quality, and content rich.
- Organize supporting texts so they build in knowledge and complexity. It is best to begin with a concrete connection that moves to a more abstract, thematic, or analytical connection.

Example

As a beginning step, my team and I sketched out a projected learning web that frames our investigation with the children. The web consists of some big ideas that will serve to support development of the enduring understanding and as the foundation of the study, open to evolution as the children learn and ask new questions.



“After crafting a simple web of ideas, we consulted several online databases, our classroom book collections, and our school librarian. My grade level team and I settled on the literary texts, *The Tiny Seed* by Eric Carle (400L), *The Carrot Seed* by Ruth Kraus (AD230L) and *Planting a Rainbow* by Lois Ehlert; one informational text, *The Mystery Seed* by Christopher Raymond; and two non-print texts, “Growing” by Hap Palmer (Music Video), and “The Needs of a Plant” (DVD) by Harry Kindergarten Music. We also decided to add a flannel board retell of *Jack and the Beanstalk* in order to extend the literary genre.

Together my team and I looked at both the quantitative and qualitative measures for each selection and considered how each contributes to the big idea and enduring understanding of the study, in order to organize them in the text set. We decided to begin with *The Mystery Seed* by Christopher Raymond because it provides specific information about the life cycle and structure of a plant. This text will provide prior knowledge helpful for comprehending the anchor text. We plan to follow our read of *The Mystery Seed* by briefly revisiting the text *Pumpkin, Pumpkin* by Jeanne Titherington, a familiar text from a previous study. This text is relatively easy, and one students are familiar with. Coupling these readings together at the beginning of the study will work to position the children’s cognitive process, possibly prompting assimilation and accommodation of known and new information about seeds, plants, structure and growth.

Building off of *Pumpkin Pumpkin*, the teaching team plans to introduce *The Carrot Seed*, by Ruth Kraus in order to set the stage for the theme of time that surrounds the anchor text. Further, this book is a great basis for introducing “The Needs of the Plant” by Harry Kindergarten Music which will be integrated into the daily circle time routine to better understand what a plant needs to survive (non-print texts will be used across the course of the text set, as long as children demonstrate interest and engagement). To introduce that flowers are plants and grow from seeds like pumpkin and carrot plants, *Planting a Rainbow* will be read next. With the foundation laid by the previous texts, we will begin our anchor text *The Tiny Seed* by Eric Carle, tying in the enduring understanding and connecting the text to the previously read texts and experiences. Finally, the second non-print text “Growing” (song) by Hap Palmer will be introduced. Because this final source underscores the concept that living things grow and change, children will be challenged to make a broader connection, outside of plant growth. As a culminating task, children will be encouraged to author their own story about a growing seed.”

Apply and Reflect

Step 2: Select Additional Texts and Media that Build on the Anchor Text

With your partner, analyze the teacher narrative regarding her selection of additional texts and media. Also, revisit the text set in the appendix of the manual and review the additional texts outlined in those plans. Then, discuss the following questions:

- How do the supporting materials represent a balance of text types and complexities?
- How do the texts build a body of knowledge connected meaningfully to the anchor text?
- How do the texts build and connect meaningfully to the enduring understanding?

Step 3: Design an Extension Task to Wrap Up the Text Set

- What is an extension task?
 - An extension task should give students an opportunity to synthesize what they have learned from the various pieces of the text set.
 - An extension task should emphasize the enduring understanding.
 - An extension task should require speaking, drawing, or writing.
- An extension task may connect to other tasks students have completed, such as a culminating task from repeated readings of the anchor text, or daily tasks linked to the supporting texts.

Example

“Thinking about the enduring understanding of the text set, how living things change across time, and knowing that we will be working on using dictation, illustration, and writing to express an idea on a known topic, I want the extension task to tie those ideas together. I think it would be engaging for the children to observe seeds sprouting into plants and recording the changes they witness. Planting seeds in a plastic baggie at the beginning of the text set study will bring concrete experiences in perseverance (children will practice not giving up on waiting for the seed to sprout), a chance to document changes of a seed across time, a systematic look at the growth cycle of a plant (roots, sprout, stem, leaves, etc.), and an understanding of plant needs (water, sun, soil).

For an extension task, I've decided to have the children write a narrative using *The Tiny Seed* by Eric Carle as a mentor text for crafting their own story about a growing seed. With adult modeling, guidance, and support on this task, the children will become the author and illustrator, create their own narrative about a growing seed, and make connections that pull in some of their understandings about how seeds change into plants across time. The children will use a combination of drawing, dictating, and letters to craft their narrative.

Now that I know what I want my children to do in the extension task, I need to make sure that my daily instructional tasks work to prepare them. As much as I will need to design daily tasks that help children focus on how the author uses illustrations and uses details to organize events to tell a story, I will also need to design opportunities for experiential knowledge, intentionally allowing children opportunities to construct their own knowledge that will serve them in making sense of the world and the text. I will also need to be sure to provide many shared writing opportunities so children can recognize that oral language can be written and read. These smaller tasks will also allow me to see how the children are developing and grappling with the knowledge and skills they need for the extension task.

I think I'll create a culminating task based on the anchor text, the informational text, and the seed observations by designing a small group lesson that focuses on illustrating a diagram of the structures of a plant. I will create another culminating task that requires the children to think across texts, and deeply analyzing the meaning of the text and illustrations in order to gain knowledge about what seeds and plants need to grow so that they can respond to the prompt using texts to answer the question "What dangers did the seed face and what dangers did the plant face?" The experiences, thinking, practice and knowledge required for those tasks should prepare students for the narrative writing in the extension task."

Step 4: Identify the Standards that will be Taught Through the Text Set

- Review the texts selected for the set.
- Determine which literary or informational text standards the set aligns to.
- Determine additional ELA standards, such as foundational skills or language, that also align well with the set.
- Determine if content standards, such as social studies or science, align with the set.
- Consider any writing tasks that will be paired with the text readings, and determine aligned writing standards.

Note: Standards can also be selected first, and then texts are carefully chosen that support those standards. With this approach, it's important to still let the text drive instruction – texts should not be made to “fit” a standard.

Example

“Now that we have our texts chosen and have designed our tasks, my team and I are ready to see which standards align with our instruction. Because a primary goal of a read aloud is to engage children in focusing on key ideas and details by asking, answering (responding to questions), and participating in conversations that include book reading and theme-based vocabulary, RL.PK.1 and SL.PK.1 will serve as overarching learning goals for each interactive read aloud. Because the texts all have unfamiliar words and use illustrations to support the story, we will also pull in standards RL.PK.3,4,7. Further, RI.PK.10 sets the expectation of children actively listening and participating in small and large group activities when literature is read aloud or discussed, so we will intentionally design literary experiences for both large and small group work.

Because *The Mystery Seed* and “The Needs of a Plant” provide information about a specific topic, we will want to craft opportunities for children to practice using illustration, dictation, and letters to explain the information about plant structures and life cycles (W.PK.2, 8). As it is necessary to offer multidimensional forms of representation, the classroom environment will foster opportunities for children to create with blocks, dramatic play, clay, paint, and other materials to extend their understanding of experiences and stories (SL.PK.5). Within that standard, we will want children to have access to theme-related materials and literature for independent practice, so additions will be made to classroom centers (seeds, plants, soil, flowers, additional texts in class library, etc.).

Of course, S.PK.8 will serve as the science standard on living things (particularly plant structures), and SS.PK.1 will serve as the core standard for developing an understanding of how

things change over time, both of which are supported in *The Mystery Seed*, *The Carrot Seed*, *The Tiny Seed* and “The Needs of a Plant”. There may be other standards which will be addressed in passing, but these will be our focus standards for the text set. Language and writing standards will be modeled through planned read alouds and hands on experiences, and practiced by the children through daily instructional tasks, culminating tasks, and the extension task.”

Apply and Reflect

Step 3: Design an Extension Task to Wrap Up the Text Set

Step 4: Identify the Standards that will be Taught Through the Text Set

Think through the teacher narrative on extension tasks and selecting standards. Then, revisit the text set you’ve already studied and review the extension tasks and standards linked to those text sets. Discuss the following questions:

- What levels of thinking are needed for the extension task?
- How do the daily instructional tasks build toward the culminating tasks, and how do those build towards the extension task?
- How do the standards selected support the tasks and the anchor text?
- Reflect on the way we thought about planning repeated interactive read aloud lessons in Module 3. How is that process similar to the way we plan text sets?

Step 5: Revisit, Revise, and Refine the Text Set

- Continue to tweak and improve text sets. As you use them, you will find areas that need more attention, texts that can be added or omitted, and ways to increase rigor and alignment between texts, questions, and tasks.
- Collaborate with other teachers in your grade level and school to strengthen text sets.

Resources for Completed Text Sets

There's no need to start from scratch! Many strong text sets already exist and can be adapted to fit your students, your curriculum, and your pacing guide.

- **Achieve the Core, Text Set Project** - <http://achievethecore.org/page/1112/text-set-project-building-knowledge-and-vocabulary>
- **Louisiana Department of Education, K-12 Planning Resources** - <http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>
- **Achieve the Core, Read Aloud Project** (This site is helpful in finding strong anchor texts. Many literary texts have a paired informational text.) <http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>
- **NewsELA Text Sets** - (You can pull from here, but you will need to add to the sets to vary the text formats and will have to do pre-work to create the Read Aloud Lessons) <https://newsela.com/text-sets/#/featured>
- **Council of Chief State School Officers (CCSSO) Text Sets** - http://www.ccsso.org/Navigating_Text_Complexity/Showroom_Models.html

Text Sets: Evaluate and Connect

Consider the following criteria developed by Kathy Roskos (1995) for evaluating the quality of interdisciplinary units. With your group, discuss how this information relates to the classroom vignette and to the steps for planning a text set (read aloud lesson, enduring understanding, standards, knowledge and skills, culminating tasks, summative task, text complexity, text sets).

The topic is...	<ul style="list-style-type: none"> • child centered • broad in scope • relevant to the children • relevant to real-life in the children’ s community
During the study of the topic...	<ul style="list-style-type: none"> • the teacher begins by discovering what these children know (their prior knowledge) and what they want to learn • children are given choices about which aspect of the topic they wish to investigate • reading, writing, speaking, and listening are naturally woven into activities • activities are planned to help develop concepts and to answer children’ s questions • children share what they have learned with others • the teacher provides information (e.g., how to take notes, how to write an informative report, how to make an oral presentation) the children need to successfully complete their projects and activities • high-quality literature is woven into and across the study
Assessing children’s learning...	<ul style="list-style-type: none"> • is ongoing, while the children complete the activities • includes child self evaluation
Teaching this unit, the teacher...	<ul style="list-style-type: none"> • involves the children’ s families • functions like an orchestra conductor, getting things started and moving them along, providing information and resources, and coordinating the buzz of activities • conferences with the children

(Vukelich, Christie & Enz, 2008, p. 217)

Activity: You're the Teacher

With your group, turn to the text set you've been reviewing one final time.

- Discuss with your group how you would refine or modify this text set in order to use it in your classroom.
 - How would you fit this text set into your literacy block?

 - What would you need to do to make it applicable for you and your students?

 - What would you add? Omit? Change?

- Make notes on the changes your group would make.
- You can use the template on the following page to help organize your notes and revisions.

Blank Text Set

Text Set Title:	
Text Set Grade Placement:	
Enduring Understandings	
Text and Resources (Indicate in what order the supporting works are to be introduced and taught.)	
Anchor Text	Title: Author:
Supporting Works	Book(s) 1. 2. Article(s) 3. 4. Poem(s) 1. 2. Infographic(s) 3. 4. Other Media 5. 6. Supporting Works will be introduced/taught in the following order:
Standards	
Knowledge	Skills
Summative Task	

Micro Lab

Directions:

1. Participants group themselves into trios and identify as individual A, B, or C in the group.
2. The facilitator will pose a question and each person in the group will have an opportunity to respond.
3. Responses will be timed. While the A's respond to the questions, the other member of the group will listen.
4. No interruptions are allowed during individual sharing.
5. Each member of the trio will have 30 seconds to respond when it is their turn.
6. At the end of the activity, the facilitator will debrief the Micro Lab.

Questions:

- How do text sets support students' reading achievement?
- How are read aloud lessons and text sets connected?
- How do read alouds and text sets support our bigger goal of building students' knowledge?

Module 5: Fitting It All Together– Designing Your Literacy Block

[TAB PAGE]

Course of Study

Read to be Ready

Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Designing Your Literacy Block

Module 5: Designing Your Literacy Block

Objectives

- Reflect on current literacy practices and curriculum and determine how to best integrate repeated interactive read alouds and text sets into classroom instruction
- Review the components of reading and understand the “Read about it, Think about it, Talk about it, Write about it” framework
- Make key connections to Modules 1-4

Standards

College and Career Readiness Anchor Standards for Reading

Anchor Standard 10: Range of Reading and Level of Text Complexity

“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.”

“The single most important activity for building the knowledge and skills eventually required for reading appears to be reading aloud to children.”

Adams, 1990, p.46

“Reading to children is the cornerstone of literacy development and classroom practice.”

Brabham & Lynch-Brown, 2002, p.465

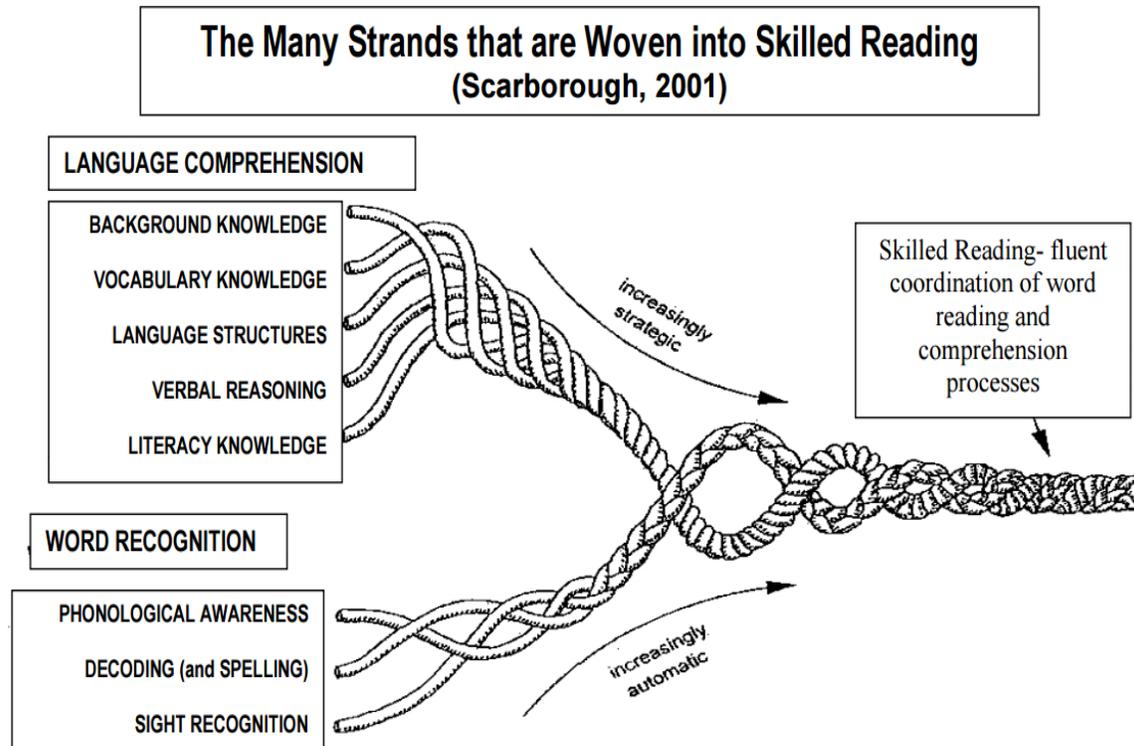
“When teachers read aloud to students, meanings can be negotiated in discussion before, during, and after the story reading.”

Marie Clay

TEAM Alignment

- Teacher Content Knowledge
- Teacher Knowledge of Students
- Instructional Planning

Reviewing the Components of Reading



- Retrieved from Florida Center for Reading Research

Discussion

- How do repeated interactive read alouds and text sets support students in becoming skillful readers? Which strands of the reading rope are taught through read alouds and text sets?

Note: While many skills and standards can be effectively taught through read alouds, students need to experience **comprehensive reading instruction** that includes additional strategies, such as shared reading, small group centers, word study, etc.

A Framework for Text-based Instruction



Reading is obtaining meaning from printed material (Graves, Juel, & Graves, 2006). Historically, it was held that meaning resided exclusively in the text. However, Rosenblatt (1978) changed this perception when she posited that reading is a transactional process. The transactional theory maintains that the reader must transact with the text to make meaning. According to the transactional view, meaning does not reside in the text itself nor can meaning be found just with the reader; in fact, it is when the two transact that meaning occurs.

- Morrison and Włodarczyk, 2009

Any time students engage with a text they should be given opportunities to engage, or transact, with it. Engagement with text means listening to it, thinking about it, talking about it, drawing or writing about it, or reenacting it through theater or play. This framework can be used to evaluate the effectiveness of any literacy routine.

- **Read About It:** read alouds, readers theater, shared reading, guided reading, partner reading, independent reading
- **Think About It:** teacher think alouds, text-dependent questioning, student think time, etc.
- **Talk About It:** interactive/dialogic reading, retellings, partner discussion, small group or whole class discussion, accountable talk, etc.
- **Draw or Write About It:** interactive writing, modeled writing, shared writing, diagrams, timelines, explanations, summaries, arguments, etc.

The 6 Ts of Effective Literacy Instruction

Dr. Richard Allington from the University of Tennessee has researched the kind of instruction that best develops students' reading and writing proficiencies. Below is an excerpt from this research:

Time

These [highly effective] teachers had a "reading and writing vs. stuff" ratio that was far better balanced than is typically found in elementary classrooms (Allington, 2001).

In other words, these teachers routinely had children actually reading and writing for as much a half of the school day – often around a 50/50 ratio of reading and writing to stuff (stuff is all the other things teachers have children do instead of reading and writing). In typical classrooms, it is not unusual to find that kids read and write for as little as ten percent of the day (30 minutes of reading and writing activity in a 300 minute, or five hour, school day).

In many classrooms, a 90 minute "reading block" produces only 10–15 minutes of actual reading, or less than 20 percent of the allocated reading time is spent reading. Worse, in many classrooms, 20 minutes of actual reading across the school day (Knapp, 1995) is a common event, which includes reading in science, social studies, math, and other subjects. Thus, less than ten percent of the day is actually spent reading and 90 percent or more of the time is spent doing stuff.

Extensive reading is critical to the development of reading proficiency (Krashen 2001; Stanovich, 2000). Extensive practice provides the opportunity for students to consolidate the skills and strategies teachers often work so hard to develop. The exemplary elementary teachers we studied recognized this critical aspect of instructional planning. Their students did more guided reading, more independent reading, more social studies and science reading than students in less-effective classrooms.

Talk

We saw fundamental differences in the nature of the classroom talk in the exemplary teacher classrooms and the talk typically reported in classroom observational studies. First, we observed these teachers fostering much more student talk – teacher-student, student-student – than has been previously reported. In other words, these exemplary teachers encouraged, modeled, and supported lots of talk across the school day. This talk was purposeful talk though,

not simply chatter. This talk was problem-posing, problem-solving talk related to curricular topics (Allington & Johnston, 2002; Johnston, Woodisde-Jiron & Day, 2001).

It wasn't just more talk but a different sort of talk than is commonly heard in classrooms. We described this difference as "more conversational than interrogational." ...In other words, teachers and students discussed ideas, concepts, hypotheses, strategies, and responses with others. The questions teachers posed were more "open" questions, where multiple responses would be appropriate.

Tasks

The work these children in these classrooms completed was more substantive, more challenging, and required more self-regulation than the work that has been more commonly observed in elementary classrooms. We observed far less of the low-level worksheet-type tasks and a greater reliance on more complex tasks across the school day and across subject matter. Perhaps because of the nature of this work, students seemed more often engaged and less often off-task than other researchers reported.

- Retrieved from <http://www.readingrockets.org/article/six-ts-effective-elementary-literacy-instruction>

Discussion

- How does Allington's research align with the Read About It, Think About It, Talk About It, Write About It framework?
- How do repeated interactive read alouds align with this framework?
- How can you increase the amount of reading in your classroom?
- How can you increase the amount of text-based thinking, talking, and writing in your classroom?

Working with your Schedule and Curriculum

Curriculum Considerations

Think about the curriculum or basal program you have and answer the following questions. Your responses should help identify action steps you can take to integrate repeated interactive read alouds and text sets into your regular instruction. If possible, sit with peers who use the same curriculum or basal program as you.

Does your curriculum include read aloud texts?	Yes >>	Action: Analyze the texts for complexity, and determine if they are high quality and content rich. If you discover read aloud texts that don't match expectations for complexity and quality, brainstorm read aloud texts you could pull in as replacements.
	No >>	Action: Work with colleagues to create a list of read aloud texts you want to use. Use the resources in this manual to help find complex, high-quality, and content-rich texts. Consider sequencing your read alouds to form text sets. Organize them thematically, or to align with the social studies and science standards in your pacing guide.
Does your curriculum provide opportunities to read texts aloud more than once?	Yes >>	Action: Use the resources from this training on repeated interactive read alouds. Review your curriculum, and find ways to make your repeated read alouds even more engaging and rigorous.
	No >>	Action: Review your schedule and curriculum. Find places where you could add a second or third reading. Where would you have to spend less time so that you could spend more time on read alouds?
Does your curriculum organize texts thematically, or in another way that promotes depth of study and knowledge building?	Yes >>	Action: Review the number of texts and diversity of text types in these thematic units. If the thematic unit includes only three texts, try integrating a fourth. If the thematic unit only includes narrative texts and informational texts, add a poem or piece of visual media (e.g. map, graph).
	No >>	Action: Identify the texts your curriculum does provide that are complex, high quality, and worth building around. Use these texts as anchors. Pull in supporting texts to create a set or thematic unit. Start by adding just one or two texts, and over time add more if possible.
Does your curriculum pair its texts with high-quality and rigorous tasks?	Yes >>	Action: Review the tasks in your curriculum. Edit the tasks as needed to ensure they meet the criteria laid out in this training. Tweak tasks as needed.
	No >>	Action: Work with colleagues to create high-quality tasks to pair with the texts in your curriculum. See if you can replace other writing prompts suggested in the curriculum with text-based tasks.

Do your science and social studies curricula provide complex and quality read aloud texts?	Yes >>	Action: Put your science and social studies curricula next to your reading curriculum. Where can you align the content? Are there opportunities to create text sets and build deep knowledge and vocabulary by pulling across curricula?
	No >>	Action: Based on your grade level standards, create a list of read aloud books that pair well with your science and social studies curricula. Find ways to build read alouds into your science and social studies blocks. Integrate your social studies, science, and ELA blocks when possible to promote close reading of content area texts.
Are there book rooms, libraries, or other resources in your school or district that can help you create text sets?	Yes >>	Action: Research these resources. Find colleagues who are interested in working together to find resources and assemble text sets, such as librarians or literacy specialists.
	No >>	Action: Review the resources provided through this training, especially open source sites like the Tennessee Electronic Library. Create a book wish list and share it with interested stakeholders, like your PTA president or local Rotary Club or Junior League. If possible, encourage a local group to fund these resources for you.

Reflection

- What questions do you have about your curriculum and how you can find ways to further implement repeated interactive read alouds and text sets?

- What other actions do you want to take as a result of attending this training?

Working with your Schedule and Curriculum

Sometimes a solution is straightforward and doable: Make every moment of classroom time count through quality academic learning time.

- International Reading Association, 2006

Scheduling Considerations

Think about your daily and weekly schedule. Use the space below to plan when and where you can commit to teaching repeated interactive read alouds and text sets. You may want to sit with peers who use the same curriculum or who have the same kind of schedule as you.

The scenarios listed on the next two pages may help your brainstorming. *(These scenarios are based on feedback from real teachers!)*

How can I fit repeated interactive read alouds and text sets into my current schedule?

Teacher A:

My basal includes two shared reading texts each week that have a common theme or topic. One is always literary and the other is always informational. One is the “featured selection” and the other is the “paired selection” (which is shorter) and they’re both usually pretty strong texts. I almost never have time to get to both, though. One solution is to start using the “paired selection” text in my guided reading groups. That way I know my students will have an opportunity to read and engage with it and make content connections to the “featured selection”.

My curriculum doesn’t have read alouds or trade books. I do a read aloud everyday, but I’ve never tried to link it with the topic or theme of the two shared reading pieces. That’s something I can start doing.

Reading fluency is really important for my students and we do repeated readings of a poem every week to build fluency. Similar to the read alouds, I’ve never thought much about how the topic or theme of the poem connects with the rest of my curriculum. I can start looking for poems and songs that share the same topic and theme as the shared reading selections in my basal so that students have another way of building knowledge about the theme/topic.

If my students read two shared reading pieces, a poem, and one or two read alouds each week on the same topic or theme, that feels like a good – and doable – way to start integrating text sets into my classroom.

Teacher B:

My curriculum is scripted and I’m expected to follow it exactly. If my principal walks in to my classroom she expects it to look the same as the other three 2nd grade classrooms in our hallway.

Our curriculum runs on six-week units. The first five are scripted, and then the sixth week is for review. During that sixth week my coteachers and I have some flexibility with our plans. We can choose the texts from the unit that are the most complex and high quality and review those through repeated interactive readings. If possible, we could try to review texts that share a common theme or topic. We might be able to bring in additional texts that week that build on that theme or topic.

Our science curriculum is not scripted and my principal doesn’t set firm expectations for how we have to spend those 30 minutes every day. That’s definitely a place where I can bring in texts, build some standards-based text sets, and do some repeated read alouds.

Teacher C:

In my district, the curriculum is a resource but teachers make decisions about which texts and activities to use. I'm excited to give my teaching routines more structure, and I think text sets could help with my planning. I teach at a poor, rural school though, and I don't have many resources. I'm going to spend time digging into the text sets that have already been created. My school doesn't have its own library, but the county public library has a pretty good stock of books. I can search the online database at the library and figure out which texts from the already-created sets are available.

I haven't done repeated interactive read alouds before. I'll start with one a week, with two or three readings.

I like the idea of having my students read texts in shared reading and guided reading that connect to the theme or topic of the read aloud text, and I'm glad that some of these already-created text sets have recommended shared reading passages. I'll have to be careful with the digital shared reading texts that I'll need to print out. I have a copy quota and printing off pages and pages of text for my students to read will make me run out of paper quickly! I'll probably have to use some of the leveled readers in my curriculum in place of the recommended digital texts. Or maybe my coteachers and I can take turns printing class sets of texts and share them.

Teacher D:

In my district we have curriculum maps with a "skill of the week" every week, like making inferences or summarizing. We're supposed to target that skill in all of our reading activities, like shared reading and guided reading. That means that if I want to use more texts, I'll have to find texts that match the skill of the week. I'll talk with my coteachers and see if they'd be interested in making a list of read alouds books that pair with each week's skill. Then, we can try to find other texts that align to the skill and to a common topic or theme. That may be difficult, and we won't be able to find texts every week, but maybe we can try to do a text set once a month.

Reflection

- What questions do you have about your schedule and how you can find time to implement repeated interactive read alouds and text sets?

Closing Activity: Visualize and Share

1. With your group, think back through the entire training. Review the objectives and key ideas from Modules 1, 2, 3, 4 and 5.
2. On a piece of chart paper, illustrate what you have learned about text selection, interactive read alouds, and text sets that build knowledge. Your illustration should connect what you've learned to how you will apply it in your classroom.
3. You may want to include: texts and reasons for selecting them, what the teacher is doing, what the children are doing, how read alouds and text sets fit into broader ELA and content area instruction, etc.

Additional Resources

Classroom Learning Contexts

Schickedanz, 2008 (p. 5)

Whole Group		
All of the children in the class participate together		
<p><u>Activities/Content/Participation</u> Teacher determines activities and their content Child participation is not a choice Children are expected to join the group</p>	<p><u>Examples:</u> Story time (15-20 min) Circle Time (20-25 minutes)</p>	<p><u>Roles</u> Teacher leads. Children listen to story and participate in discussion. Actively comment, ask questions, help teacher read title, chime in on familiar portions of the text, engage in literacy and math tasks</p>
Small Group		
Part of the class participates in the activity together, group size between two and ten		
<p><u>Activities/Content/Participation</u> Teacher determines activities and content, and composes the small groups. Child participation typically is not a choice. Many activities allow and encourage children to use their own ideas and to express their own thoughts</p>	<p><u>Examples:</u> Literacy Activities Math Activities Science Activities Duration: 20-30 minutes</p>	<p><u>Roles</u> Teacher leads and guides, interacts with individuals and responds to individual questions and comments. Children manipulate materials, answer questions, offer ideas, experiment, solve problems collaboratively and record observations.</p>
Center Time		
Children engage in activities as individuals, peer partners, and self selected groups		
<p><u>Activities/Content/Participation</u> Teacher determines array of materials and activity choices, but takes children’s interests into consideration when making these decisions. Children choose where they will work and play, have latitude in directing the use of materials to suit their interests and ideas. Children enter and leave activities as they wish.</p>	<p><u>Examples:</u> Water and Sand Area Art Table and Easel Puzzles, Literacy, Math Manipulatives Area, Book Area, Writing Area, Nature/Science Area, Block Area, Dramatic Play Area Duration: 55 – 60 minutes</p>	<p><u>Roles</u> Teacher supports, assists, and provides help and instruction when needed. Teacher converses with children as they pursue their chosen activities. Children actively engage with materials, interact with other children, and initiate and direct much of their activity. Children engage with teachers to receive help, support with information and to involve them in role play.</p>

Additional Resources

Finding anchor texts to use as a read aloud and then paired texts to go with them does not have to be a challenge. Here is what you can use:

- 1) Your basal/reading series
- 2) Leveled Literacy Texts
- 3) Websites with already created text sets:
 - <http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>
 - <https://www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources>
 - http://www.corestandards.org/assets/Appendix_B.pdf
 - <http://achievethecore.org/page/642/text-complexity-collection>
- Read Aloud Lesson Matrix
 - Grades K-1
 - http://books.heinemann.com/shared/onlineresources/E01056/GradeK_1LessonMatrix.pdf
 - Grades 2-3
 - http://books.heinemann.com/shared/onlineresources/E01056/Hoyt_IR23_LessonMatrix.pdf

Appendix

[TAB PAGE]

Appendix – Table of Contents

Module 2

1. Extra copy of *The Tale of Peter Rabbit*, p. 159
2. Exemplar Complex Texts for Read Aloud, p. 162
3. Resources for Locating High-Quality Texts, p. 163

Module 3

1. TN ELD Standards for Literary Text, p. 165
2. Kindergarten Tennessee Academic Standards for Literary Text, p. 171
3. Depth of Knowledge Question Stems, p. 176
4. Question Stems Aligned to Anchor Standards, p. 177
5. Sample Repeated Read Aloud Lesson Plans, p. 181

Module 4

1. Chrysanthemum Text Set, p. 207
2. A is for America Text Set, p. 235
3. Transportation Text Set, p. 260

THE GREAT BIG TREASURY OF BEATRIX POTTER

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits, and their names were—

Flopsy,
Mopsy,
Cotton-tail,
and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.”

“Now run along, and don’t get into mischief. I am going out.”

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy,
and Cotton-tail,
who were good little bunnies, went down the lane to gather blackberries;

But Peter, who was very naughty, ran

straight away to Mr. McGregor’s garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes;

And then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

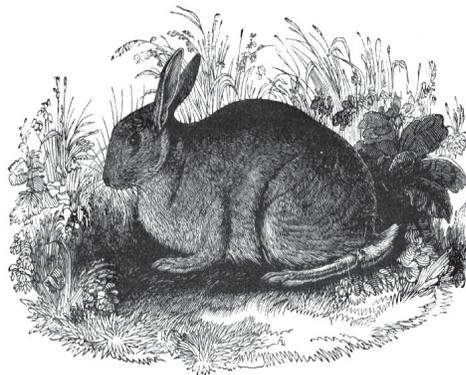
Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief.”

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a goose-berry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some



friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.

And rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the toolshed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed—“Kertyschoo!” Mr. McGregor was after him in no time,

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity—lippity—not very fast, and looking all around.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the

way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he has heard about cats from his cousin, little Benjamin Bunny.

He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole, and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bedtime.”

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

Exemplar Complex Texts for Read Alouds

K-1 Exemplar Text List

Read-Aloud Stories

Baum, L. Frank. *The Wonderful Wizard of Oz*
Wilder, Laura Ingalls. *Little House in the Big Woods*
Atwater, Richard and Florence. *Mr. Popper's Penguins*
Jansson, Tove. *Finn Family Moomintroll*
Haley, Gail E. *A Story, A Story*
Bang, Molly. *The Paper Crane*
Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*
Garza, Carmen Lomas. *Family Pictures*
Mora, Pat. *Tomás and the Library Lady*
Henkes, Kevin. *Kitten's First Full Moon*

Read-Aloud Poetry

Anonymous. *The Fox's Foray*
Langstaff, John. *Over in the Meadow.*
Lear, Edward. *The Owl and the Pussycat*
Hughes, Langston. *April Rain Song*
Moss, Lloyd. *Zin! Zin! Zin! a Violin*

Read-Aloud Informational Texts

Provinsen, Alice and Martin. *The Year at Maple Hill Farm*
Gibbons, Gail. *Fire! Fire!*
Dorros, Arthur. *Follow the Water from Brook to Ocean*
Rauzon, Mark, and Cynthia Overbeck Bix. *Water, Water Everywhere*
Llewellyn, Claire. *Earthworms*
Jenkins, Steve, and Robin Page. *What Do You Do With a Tail Like This?*
Pfeffer, Wendy. *From Seed to Pumpkin*
Thomson, Sarah L. *Amazing Whales!*
Hodgkins, Fran, and True Kelley. *How People Learned to Fly*

Resources for Locating High Quality Literature

Social Media Sites

www.readworks.org - ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, for free, to be shared broadly.

www.goodreads.com - The website allows individuals to freely search Goodreads' extensive user-populated database of books, annotations, and reviews.

Children's Literature Review Journals

www.schoollibraryjournal.com/article/CA6703692.html - A collection of book reviews, blogs and articles

www.hbook.com/category/choosing-books/reviews/# - Publications about books for children and young adults

Children's Literature Data Bases

www.clcd.com/#/welcome - A source for searching the best in children and young adult literature

www.ala.org/alsc/awardsgrants/notalists - Association for Library Services to Children, a list of notable children's literature

www.cbcbooks.org - The Children's Book Council (CBC) is the nonprofit trade association of children's book publishers in North America, dedicated to supporting the industry and promoting children's books and reading

www.nsta.org/publications/ostb - National Science Teacher Association outstanding science trade books

Newspaper (children's book reviews)

www.nytimes.com/column/childrens-books - Review of and essays about children's books

<https://www.washingtonpost.com/entertainment/books/children-young-adult/> - Book reviews and recommendations

Revised TN-ELDS Four-Year-Old Developmental Standards

Approaches to Learning (AL.PK)

With eagerness and curiosity actively engage in play as means of exploration and learning
AL.PK.1. Independently interact with a variety of materials through multiple play activities.
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).
AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge.
Approach tasks and activities with flexibility and inventiveness
AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.
AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).
AL.PK.6. Demonstrate a willingness to engage in new experiences and activities.
Actively engage in problem solving
AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance.
AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem.
Demonstrate persistence
AL.PK.9. Maintain focus appropriate to completing task and/or learning activity.
AL.PK.10. Seek assistance and/or information when needed to complete a task.

Social Emotional (SE.PK)

Self-Concept
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.
Relationship with Adults
SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).
SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults.
Relationship with Peers - develop positive relationships with peers
SE.PK.6. Initiate play and interact positively with another child or children.
SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.
SE.PK.8. Show empathy and caring for others.
Regulate own response to needs, feelings, and events
SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation
SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.
SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.
Understand and follow rules and routines
SE.PK.12. Demonstrate an understanding of rules through actions and conversations.
SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time).
SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules.

The Tennessee Health Education Kindergarten Standards address Emotional, Social and Mental Health:

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

English Language Arts Instructional Shifts

<p>Building knowledge through content-rich nonfiction and informational texts</p> <p>1</p>	<p>The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.</p> <p>Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content.</p>
<p>Reading and writing grounded in evidence from text</p> <p>2</p>	<p>Shifting away from today's emphasis on narrative writing (in response to decontextualized prompts), 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. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.</p> <p>Likewise, the reading standards focus on students' ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.</p>
<p>Regular practice with complex text and its academic vocabulary</p> <p>3</p>	<p>Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit).</p>

Source: Student Achievement Partners

Reading Informational Text

Revised TN-ELDS Four-Year-Old (RI.PK)	Common Core Kindergarten (RI.K)
Key Ideas and Detail	Key Ideas and Detail
RI.PK.1. With modeling and support, ask and answer questions about informational text.	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.PK.3. With guidance and support, relate informational text to personal experience or other text.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	Craft and Structure
RI.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words found in informational text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.PK.5. Identify that the title of the book is found on the front cover.	RI.K.5. Identify the front cover, back cover, and title page of a book.
RI.PK.6. With guidance and support, identify the role of the author and the illustrator.	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.	RI.K.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).
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RI.PK.8. (Begins in kindergarten)	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic.	RI.K.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 Text Complexity	Range of Reading and Text Complexity
RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed.	RI.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Literature

Revised TN ELDS Four-Year-Old (RL.PK)	Common Core Kindergarten (RL.K)
Key Ideas and Detail	Key Ideas and Details
RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud.	RL.K.1. With prompting and support, ask and answer questions about key details in a text.
RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.	RL.K.2. With guidance and support, retell familiar stories, including key details.
RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	Craft and Structure
RL.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.	RL.K.4. Ask and answer questions about unknown words in a text.
RL.PK.5. Participate in listening to common types of text (e.g., storybooks, nursery rhymes, and poetry).	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
RL.PK.6. With guidance and support identify the role of the author and the illustrator.	RL.K.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	Integration of Knowledge and Ideas
RL.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.	RL.K.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).
RL.PK.8. (Not applicable to literature)	RL.K.8. (Not applicable to literature)
RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Text Complexity	Range of Reading and Text Complexity
RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.	RL.K.10. Actively engage in group reading activities with purpose and understanding.

Tennessee's State English Language Arts Standards

Kindergarten

Adopted by the Tennessee State Board of Education, July 2010

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages 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.

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.*
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.

*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.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Kindergarten Reading Standards for Literature

Strand	Standard
Literature	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 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.
	<p>Craft and Structure</p> <ol style="list-style-type: none"> 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.
	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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.
	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Informational Text

Strand	Standard
Informational Text	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 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.
	<p>Craft and Structure</p> <ol style="list-style-type: none"> 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.
	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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).
	<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding.

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

TEXT DEPENDENT QUESTIONS

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.

- What are the key ideas in this text/story?
- What can you infer from the title, headings, and anecdotes in this book?
- Who was the most important character in the story? What makes
- Who, what, where, when, how questions
- What key details help support the main idea of _____?
- What key details and/or examples support the main idea of _____?
- What have you learned from this [text]?

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Retell the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could also learn?
- What was a moral or lesson in the story?
- Summarize the text.
- Retell the (fables, folk tales from diverse cultures).
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author cite?

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Identify characters, setting, major events,
- Explain key details that support the author's message.
- Compare and contrast (characters, setting, events, etc.).
- Explain how _____ and _____ interact in this story.
- Describe how (name of character) respond to (major event and/or challenge).
- Explain how (name of character) changed in the story.
- Why does _____ think about _____?
- How does _____ feel about _____?
- How does _____ show persistence (or other character trait) in _____?
- How does this help the reader learn more about _____'s character?
- What can we infer about the characters _____ and _____?
- What do readers learn about the family's relationship from this section?
- What does _____'s conversation with _____ reveal?
- What event did the author include to show the reader _____?
- Describe connections between _____.
- Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
- Explain the procedures described in this article.

TEXT DEPENDENT QUESTIONS

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.

- What does (word or phrase from the story, figurative language, sensory word,) mean?
- What does *Herculean* (or other Mythology vocabulary) mean in this story?
- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- What kind of text is this? (poem, drama, prose, etc.) How do you know?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here? What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

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.

- What was the (problem, solution)?
- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is this? (story, article, etc.)
- Look back at the text and see if you can divide it into parts. What parts does the author include?
- Describe the story structure, including beginning, middle, and ending
- Describe the (action, setting) in the story.
- Explain the (structure elements: verse, rhythm, meter of this poem).
- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if _____ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a _____ text structure.
- What text structure did the author use?

6. Assess how point of view or purpose shapes the content and style of a text.

- From what point of view is this story told?
- Who is narrating the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more accounts of the same event/topic). Analyze the information the authors present.
- What similarities and/or differences are there in (titles of two texts on similar topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about _____?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of _____?

TEXT DEPENDENT QUESTIONS

Integration of Knowledge and Ideas

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</p> <ul style="list-style-type: none"> • Describe (character, setting, event). Use specific examples from the illustrations and/or words. • Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. • How did the author use illustrations to engage the reader in the events of the story? • How do the (visual/multimedia elements) help the reader understand the author's message? • Use illustrations and details in a text to describe key ideas. • What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? • How did search tools (key words, side bars, hyperlinks) help the reader? • How do the [pictures, etc.] help convey the mood of the story? 	<p>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.</p> <ul style="list-style-type: none"> • Not applicable in Literature—Information Texts only • Identify the reasons an author gives to support his key point(s). • Explain how author uses reasons and evidence to support the main idea of _____. • Identify which reasons/evidence support which point(s). • What is the author's point of view on the topic? What in the text makes you say that? • Describe logical connections between specific sentences and paragraphs. • Explain cause and effect relationships in the story/text. • What was the tone of the story/text? 	<p>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.</p> <ul style="list-style-type: none"> • Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). • Identify similarities and differences between two texts on the same topic. • Read several texts on the same topic. Write a speech using information from each of source. • Compare the text to: a movie, webpage, video game, piece of art or music, or other media. • How does this selection connect to the theme of _____? • How does this selection connect to (other text we have read, content area, etc.) • How is _____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? • How is _____ shown in paragraphs 7-11? • What mood does the author create?
--	--	--

Title/Author: *Gilberto and the Wind* by Marie Halls Ets

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6; L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Lesson Objective:

Students will listen to an illustrated fictional text to understand the effects of wind.

Teacher Instructions

Before the Lesson

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students.** This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

What can wind do? When the wind blows many things can happen and it can affect us in many ways (both positive and negative).

Synopsis

In this piece of fiction, a boy named Gilberto makes Wind his playmate. Along the way, Gilberto discovers that the wind can be an unpredictable playmate. Sometimes it helps him sail his toy boat, catch apples that fall from the trees, and spin his pinwheel. Other times, it keeps him from flying his kite or raking leaves. In the end, he and the wind affirm their special bond.

2. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

The Lesson – Questions, Activities, and Tasks

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>FIRST READING: Read aloud the entire book with minimal interruptions. Stop to provide word meanings (clothespins, pasture, pinwheel, meadow, etc.) or clarify only when you know the majority of your students will be confused.</p> <p>Activity: After the first reading, have each student create two sticks to represent Wind being strong and Wind being gentle. See clip art at the end of lesson for samples.</p> <p>Note: you may want to make a couple of extra puppets while your students work so absent students will have them to use during subsequent lessons.</p>	<p>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.</p>

SECOND READING:

Prior to reading, be sure each student has two stick puppets, one of Strong Wind and one of Gentle Wind.

Reread pages 4-5

What does the word *gentle* mean?

What words or clues in the illustration help the reader understand the word *gentle*?

What happened on page 5 that shows Wind being strong?

Activity: Have the students practice raising the appropriate stick when reading the sentences; "Wind is gentle and floats my balloon" and "With a jerk, he grabs it away."

Reread pages 6-9.

Tell students as you read you want them to listen for when Wind is being gentle and when Wind is being strong and hold up the appropriate puppet based on what is happening.

Questions:

Using pages 6-9, identify at least two examples of Wind being strong.

What are some examples of Wind being gentle?

** (The two questions above will be repeated each time you reread a chunk of text.)

Gentle means mild or soft. The author describes the balloon as floating around and the illustration shows the balloon just floating in the air. This all helps the reader to understand what the word *gentle* means.

The text mentions that the wind then jerks and grabs the balloon away and carries it to the top of the tree. The word *jerk* explains that the wind was strong.

Note: Students may disagree about whether the actions of Wind are strong or gentle as many of the actions are implied. Allow students to justify their response if necessary. (This will be repeated as you continue to reread sections of the text).

Students will turn and talk to a partner to discuss what they heard as examples of strong wind and gentle wind. If students struggle with this provide sentence frames for them. For example: The wind was strong when _____. The wind was gently when _____. Begin a T Chart to categorize examples of Wind being strong and Wind being gentle. See sample.

Gentle Wind	Strong Wind
floats balloon	jerks and grabs it out of the boys hand
blows pillow slips into balloons	pulls out clothes pins
shakes sheets	breaks umbrella
	bangs the gate shut

Page 6: Wash usually means the act of cleaning clothes, dishes, cars. What is the author referring to when she uses the word *wash* on this page?

Page 8: The author refers to Wind as a person. When the author refers to Wind as a person, he is letting the reader know that Wind is a character in this story. What examples from the text tell the reader that Wind is a person?

Page 9: How does the illustration on page 9 help you understand what the word “unlatched” means?

What are some other words the author could have used instead of “unlatched”? (Pg. 9)

The word **wash** is used to describe the clothes and linens on the clothesline. It is used as a thing not an action.

The text shows Wind is a character because Wind is always spelled with a capital letter, like the name of a person. The pronoun “he” is used when referring to Wind. The author refers to Wind as a character in the story who is purposely playing with Gilberto. (In some versions of the story, the illustrations show Wind as having human characteristics such as eyes, ears, nose, and mouth).

The illustration shows that the gate is open and not latched or closed.

Other words the author could have used are open, ajar, unlocked, undone, not closed.
Students can practice acting out latched and unlatched using their hands.

THIRD READING:

Be sure each student has two stick puppets, one of Strong Wind and one of Gentle Wind.

Reread pages 10-17

Using the procedures established during the second reading, have students hold up the appropriate stick puppets as the teacher reads pages 10-17.

Questions:

What were some examples of Wind being strong from the pages 10-17? What are some examples of Wind being gentle?

Page 12-13 How does the wind help the big boys fly their kites?

What happens when Gilberto tries to fly his kite?

Why does Gilberto say to Wind, “I don’t like you today”?

Page 15: On page 15 it says, “And when I have a boat with a paper sail Wind comes and sails it for me –.” What are the two different meanings of the word **sail** on this page?

Have students share with a partner prior to sharing as a class. Provide sentence frames if necessary (See Second Reading). Chart continued...

Gentle Wind	Strong Wind
Continued...	
flies a kite	makes a pinwheel whistle and blow
sails a boat	blows apples to the ground

Wind helps the big boys out as it “carries their kites way up to the sky and all around.” The wind actually helps them fly their kites.

Wind drops the kite when Gilberto tries to fly his kite.

Gilberto says he doesn’t like Wind today because Wind won’t fly Gilberto’s kite at all.

The first sail means a part of a boat. The boy refers to his boat as having a paper sail.

The second meaning of the word sail is to move across water because the author states that Wind “sails big sailboats on the sea.”

Page 17: What does the author mean when he states that Wind will make the **pinwheel** “whistle and sing”?

FOURTH READING:

Be sure each student has two stick puppets, one of Strong Wind and one of Gentle Wind.

Reread Pages 18-23

Using the procedures established during prior readings, have students hold up the appropriate stick puppets as the teacher rereads pages 18-23.

Questions:

What were some examples of Wind being strong from the pages 18-23? What are some examples of Wind being gentle?

Page 18 Why does Gilberto think the Wind likes soap bubbles?

The author means that the pinwheel is moving so fast it is making noise that sounds like a person whistling and singing. (Teacher can discuss with students how the author gives both Wind and the pinwheel human traits.)

Have students share with a partner prior to sharing as a class. Provide sentence frames if necessary.

Continued from previous charts.

Gentle Wind	Strong Wind
Continued...	
carries soap bubbles into the air	scatters leaves
	blows dirt in faces
	breaks trees
	knocks down fences

Gilberto thinks Wind likes the soap bubbles because Wind carries the bubbles up into the air and then blows them back to him. Gilberto obviously likes it when Wind does this because he laughs

Page 21 What does *scatters* mean? What clues in the illustration and the words on this page help the reader figure out the meaning of *scatters*?

Page 23 In the beginning of the story, Wind says “You-ou-ou” because he wants the boys to come out to play. On this page Wind says something different. What does Wind say, and why? (Page 23)

Look back through this story, focusing on the illustrations. Does this story take place in one day or over several days? Explain your answer with evidence from the illustrations and text.

and thinks Wind finds it fun too.

Scatters mean to separate and go in different directions. The illustration shows the leaves thrown about in different directions and the words say “scatters the leaves *all about again*.”

Wind is saying “Sh-sh-sh-sh”. Wind is tired and wants to go to sleep.

The story takes place over several days because some days are windy, some days are rainy, and some days are sunny. The story must take place at least over 12 days because Gilberto wears 12 different outfits.

FIFTH READING:

Teacher will read the text in its entirety. Students can use their puppets as done in the previous reads.

Review completed T Chart.

Gentle Wind	Strong Wind
floats balloon	jerks and grabs it out of the boys hand
blows pillow slips into balloons	pulls out clothes pins
shakes sheets	breaks umbrella
flies a kite	bangs the gate shut
sails a boat	makes a pinwheel whistle and blow

Activity: Using the clip art, students will sort pictures of strong Wind and Gentle Wind in small groups. Talk in groups about what in the story helped you decide if Wind was strong or gentle. Students can place the pictures on a graphic organizer similar to a T chart.

After the sorting activity, bring students back together.

Activity: To prepare students for the culminating task, students will play Mix-Pair-Share.

1. Give each student one graphic.
2. Students will stand and find a partner. Each partner will use their graphic in a sentence such as “Apples fall from trees when the wind is strong.”
3. Once both partners have shared their graphic by using it in a sentence, they will exchange graphics and find a new partner.

carries soap bubbles into the air	blows apples to the ground
	scatters leaves
	blows dirt in faces
	breaks trees
	knocks down fences

Clip art for this activity are included with the lesson. As students sort the pictures, the teacher can circulate and listen to their discussions.

This activity encourages active participation and an opportunity for students to orally rehearse prior to completing the culminating activity.

FINAL DAY WITH THE BOOK - Culminating Task

- Think about the experiences Gilberto had with Wind. Using the T Chart, discussions, and your drawings/notes choose one example of Wind being gentle and one example of Wind being strong. Draw and write about each example by completing the sentence “Wind is gentle when ____.” “Wind is strong when ____.” When you are done you will share your writing and drawing with a partner using complete sentences.
 - Sample answer: Wind is gentle when it floats balloons in the air. Wind is strong when it bangs gates shut.
 - (Students’ drawings should clearly match the writing. If students struggle with writing be sure to take dictation so you know whether they are at least able to recall examples of strong and gentle wind.

Vocabulary

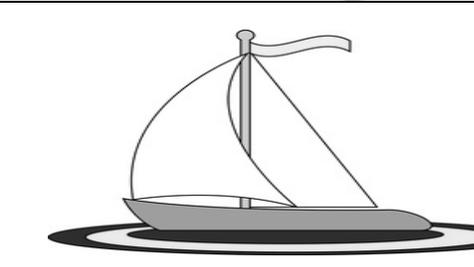
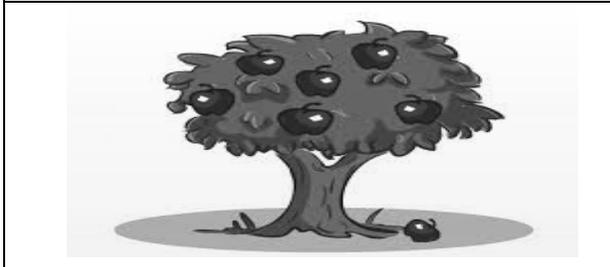
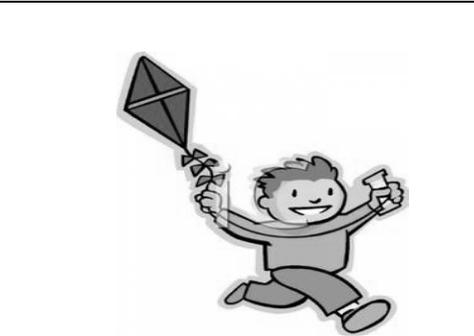
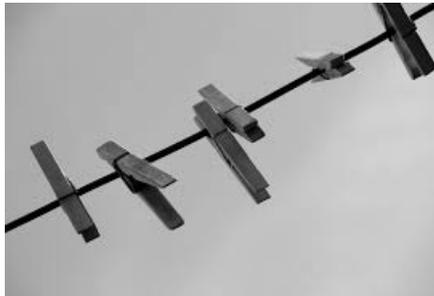
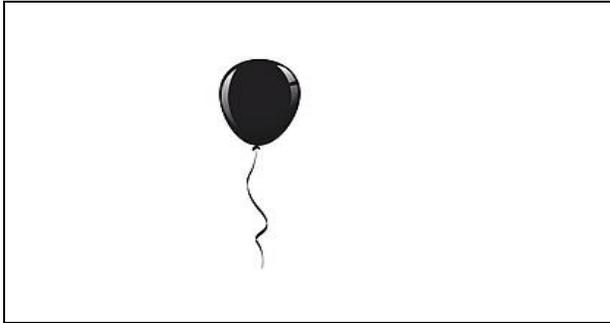
<p>These words merit less time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students)</p> <p>Page 5 – gentle – not rough, severe, or violent Page 5 – whisper – to speak with soft, hushed sounds Page 7 – clothespins – a device, such as a forked piece of wood or plastic, for fastening articles to a clothesline Page 9 – pasture – an area covered with grass Page 10 – meadow – flat area of land with tall grass Page 14 – ripe – having arrived at such a stage of growth or development as to be ready for eating Page 17 – pinwheel – a child’s toy consisting of a wheel or leaf-like curls of paper or plastic loosely attached by a pin to a stick, designed to revolve when blown by or as by the wind.</p>	<p>These words merit more time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)</p>
<p>Page 5 – jerks – a quick, sharp pull, thrust, twist, throw; a sudden movement Page 5 – floats – to move lightly and gracefully; to rest or remain on the surface Page 9 – unlatched – to unfasten Page 15 – sail, sails – a voyage or excursion; an area of canvas extended to the wind in such a way as to transmit the force of the wind to move it Page 17 – blur – not clear or blurry Page 22 – howling – producing or uttering a howling noise Page 21 – scatters – to throw loosely about; to separate and drive off in various direction; disperse Page 23 – stirs – to move one’s hand repeatedly in order to mix any or all of the components; to set in tremulous, fluttering or irregular motion</p>	<p>Page 5 – jerks – a quick, sharp pull, thrust, twist, throw; a sudden movement Page 5 – floats – to move lightly and gracefully; to rest or remain on the surface Page 9 – unlatched – to unfasten Page 15 – sail, sails – a voyage or excursion; an area of canvas extended to the wind in such a way as to transmit the force of the wind to move it Page 17 – blur – not clear or blurry Page 22 – howling – producing or uttering a howling noise Page 21 – scatters – to throw loosely about; to separate and drive off in various direction; disperse Page 23 – stirs – to move one’s hand repeatedly in order to mix any or all of the components; to set in tremulous, fluttering or irregular motion</p>

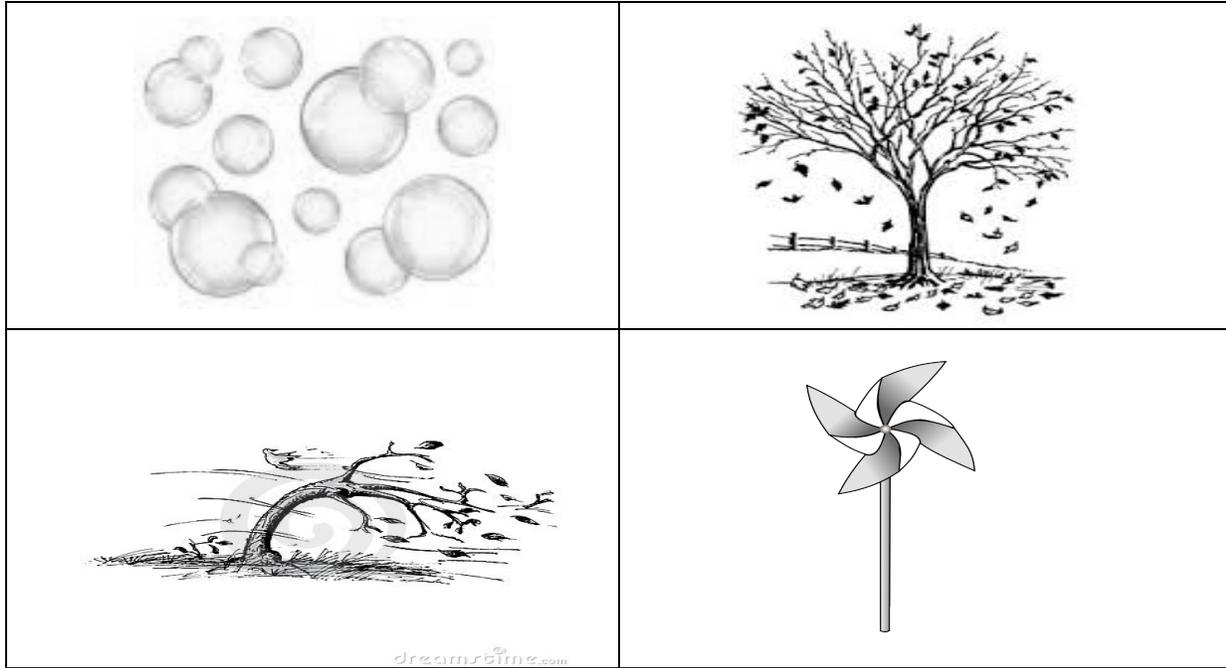
Fun Extension Activities for this book and other useful Resources

- We learned that the word unlatched means not latched or not closed. When we see the prefix **un** in front of a word, it changes the meaning of the word because **un** means not. Add the prefix **un** to the following words and discuss how the meaning has changed: happy, dressed, covered, buttoned, clear, fair, zipped, tied, and done.
- Bring a fan or two into the classroom. Give students a variety of objects to gently drop in front of the blowing fan (feather, block, paper, shoe, etc.) Have the students chart how the various objects behave when placed in the ‘wind’.
- Remind the students how Wind enjoyed blowing the wash on the clothes line. Explain that they are going to play a Smartboard game called “clothesline”. Draw a straight line across the Smartboard/whiteboard and draw a variety of simple “clothes” hanging from it. Inside each piece of clothing, write a letter sound or consonant blend found in the text. Have students think of words that start with those sounds and then go up to the board to blow it away by erasing it as they say it. Repeat with new sounds/letters.

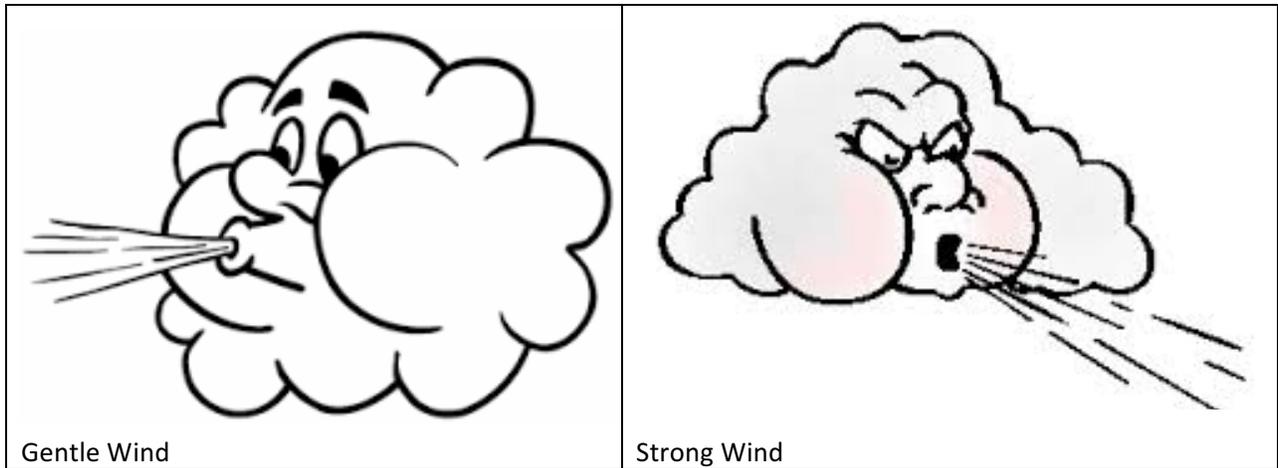
Note to Teacher:

- Teacher can use the attached clip art when creating the T Chart organizer. This will help students be familiar with the pictures before they complete the sorting activity.





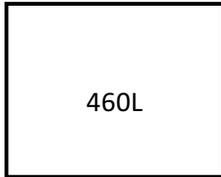
Samples of Gentle Wind and Strong Wind for reading activity



What Makes This Read-Aloud Complex?

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.



Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band	420-820L
4-5 band	740-1010L

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note specific examples from the text that make it more or less complex.

<ul style="list-style-type: none"> Multiple levels of meaning: wind as weather, wind as a character, effects of wind through seasons Implicit Meaning: wind tries on clothes, wind runs ahead, seasons are implied in the illustrations <p style="text-align: right;">Meaning/Purpose</p>	<ul style="list-style-type: none"> Illustrations are essential to meaning: Wind is a person, pg.4, Structure: series of events over time are implied through the illustrations, not specifically stated <p>Structure</p>
<p style="text-align: center;">Language</p> <p>Figurative language: personification (pg 7 wind tries on clothes though they are too small) onomatopoeia (“you-ou-ou”)</p> <p>Vocabulary: whisper, floats, gentle, wash, sail, sails, scatters, unlatched, pasture, meadow, jerk, howling</p>	<p style="text-align: center;">Knowledge Demands</p> <p>Students may need background knowledge on:</p> <ul style="list-style-type: none"> Wind Weather/seasons Kites/ pinwheels, sailboat

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

Figurative Language structures and vocabulary will be challenging, particularly in reference to the role of Wind in the text. Support using repeated readings, questions to clarify word meanings and careful attention to how the illustrations and text connect. Build opportunities for active engagement...

How will this text help my students build knowledge about the world? This lesson will be part of a unit on Wind and Weather. By reading this text, students will build upon their knowledge of wind and how it affects us.

4. Grade level:

What grade does this book best belong in? Kindergarten

*For more information on the qualitative dimensions of text complexity, visit http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf

Title/Author: *Feel The Wind*, Written and Illustrated by Arthur Dorros

Suggested Time to Spend: 5 or 6 days (2 sessions per day; at least 20 minutes each)

Common Core grade-level ELA/Literacy Standards: RI.K.1, RI.K.2, RI.K.3, RI.K.7; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6; L.K.1, L.K.2

Lesson Objective:

Students will listen to informational text read aloud and use literacy skills (reading, writing, drawing, discussion and listening) to understand and learn about wind and its role in our lives.

Teacher Instructions

Before the Lesson

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students.** This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

The wind is at work all around us in our environment and impacts our daily lives.

Synopsis

Air is always moving. We can't see air moving, though we can watch it push clouds across the sky, or shake the leaves of a tree. We call moving air the wind. In this book, students find out all about the wind – what causes it, how it can be used to help us, and how it affects the weather.

2. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

The Lesson – Questions, Activities, and Tasks

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>FIRST READING: Read aloud the entire book <i>Feel The Wind</i> by Arthur Dorros with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.</p>	<p>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.</p>
<p>SECOND READING: Be sure that all students can see the illustrations. Reread page 10 QUESTIONS: How is wind made? ACTIVITY – Demonstrate how wind is made 1. Select a group of students to play the roles of Earth, hot air, cold air, Sun and Wind.</p>	<p>Students say, “When hot air and cold air change places, wind is made.”</p>

2. The students will show actions and reactions with their bodies to demonstrate how wind is made while the teacher reads page 10. The teacher will pause at the appropriate moments in the text to allow the students to show actions and reactions.

3. The teacher will direct the rest of the class to watch the demonstration. After the group has completed the demonstration.

Students will show the actions and reactions of the identified roles (Earth, hot air, cold air, Sun and wind = 5 students) following these steps:

1. Earth stands in the middle while air is moving slowly all around the Earth to show that air is everywhere.
2. The Sun will enter the scene and make hot air. Another student will be cold air and will stand farthest from the Sun and hot air.
3. As hot air and cold air move around the Earth changing places, wind is created. Student who plays the role of the wind will have a fan to simulate the feeling of wind. Wind will also be moving in and out of the hot air and cold air students going around the Earth.

Students will wear signs that state the student role and a picture cue. This will help the class know what is going on in the scene.

The teacher will pose the repeating text dependent question:
How is wind made?

4. The teacher will re-read aloud page 10. Another group of students will demonstrate the roles of the Earth, hot air, cold air, Sun and Wind.

The teacher will pose the repeating text dependent question:
How is wind made?

Students say, "When hot air and cold air change places, wind is made."

See above for student outcomes.

THIRD READING:**Reread pages 5-9**

Make sure all students can see and enjoy the illustrations.

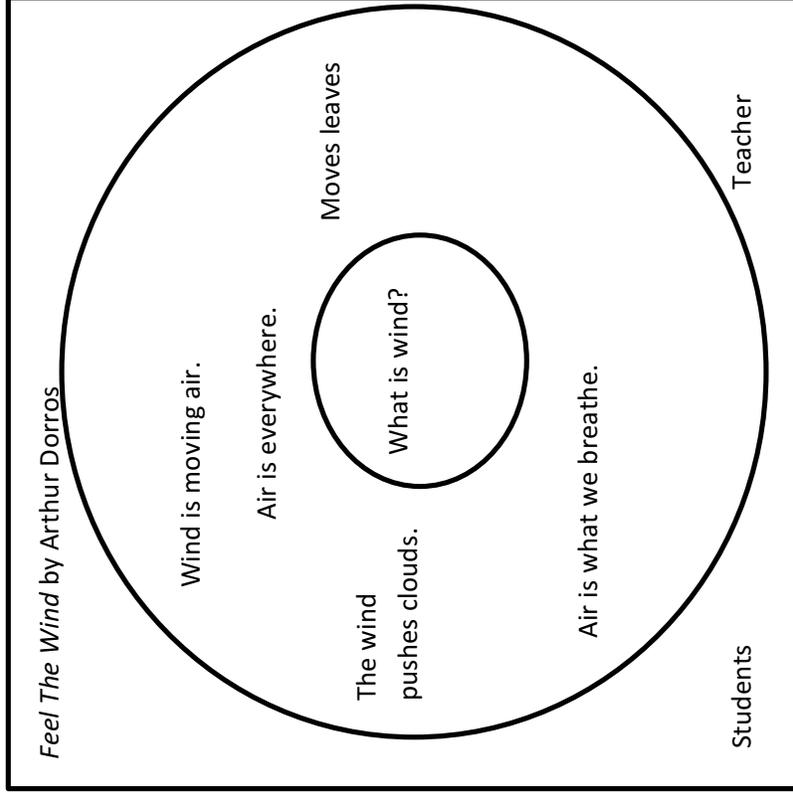
Using the text and illustrations on page 5-9. The teacher and students will create a class circle map to define the following question: What is wind? The Circle Map can include words, phrases, sentences and teacher or student created illustrations using evidence from the text.

- What is wind?
- What can the wind move?
- What do you hear?
- What do you see?

The following words or phrases can assist students in developing language and examples in order to define the question: "What is wind?"

air, wind, "pushes clouds", "flutters leaves", "makes ripples on lakes", "someone whistling", "wild animal howling", hard wind, soft wind, strong gust or light breeze

Teacher can use total physical response to provide demonstrations of the words or phrases so students can deepen their understanding of the text vocabulary.

**Possible example:**

To complete the class Circle Map the teacher will provide support as necessary for the students to describe the wind using evidence from the text. The circle map should include evidence of how the wind moves things; how the wind sounds; and how the wind feels. The circle map can include phrases and illustrations to help define *wind*.

FOURTH READING:**Reread pages 20-21,22-23, 24-25, 28-29**

How is the power of air used in our environment?

"The wind can carry your kite. Some birds can soar on the wind without moving their wings. Sailboats are pushed by the wind blowing on their sails." (pages 20-21) **Possible student answer: We use the wind to fly a kite. Birds use the wind to soar. The wind pushes sailboats by blowing on their sails.**

"Windmills are wind-powered machines. The blades of a windmill turn when the wind pushes against them. The turning blades move other parts to lift water, grind grain, saw wood or make electricity." (pages 22-23) **Possible student answer: We use the wind to grind grain, saw wood and to make electricity.**

How does the wind change the weather?

"Wind brings changes in the weather. Rainstorms blow in with the wind and out again as the wind pushes the clouds along."

Weather forecasters can predict the weather by using the wind.

"Weather forecasters want to know where the wind is coming from, so they can see what weather will be blown in with it."

(pages24-25) **Possible student answer: The weather changes because the wind blows clouds or rainstorms in and out.**

Weather forecasters can predict what kind of weather it will be by knowing the direction of the wind.

...Wind "carries the seeds of plants to new places where they can take root and grow. Powerful winds can also carry away the soil plants need. Wind can even change the strongest rocks.

Bits of sand that the wind carries pound at the rocks and wear them away.Trees are shaped by the wind and so are sand dunes." (pages 28-29) **Possible student answer: The wind can be good and bad. The wind blows seeds of plants to other places so they can take root and grow. The wind also can carry away soil that the plants need. The wind is very strong.**

	<p><i>The wind can change strong rocks. The wind can change trees and sand dunes into shapes.</i></p>
<p>FIFTH READING: Reread entire text. What can strong winds do? What can gentle winds do? How do we use the wind in our environment?</p>	<p>“Stronger winds might flap clothes on a line. Strong winds can make heavy trees bend and sway. “A gentle wind can make leaves dance.” (page 16) The wind can help us ride a bike easier, fly a kite, push boats and give us power.” (pages 18-23)</p>

FINAL DAY WITH THE BOOK - Culminating Task

- Students will help create a page of a class book, “The Wind”. Using evidence from the text, students will draw a picture to illustrate what they have learned about the wind. Students will dictate or write using the following sentence frame, “The wind impacts our lives by _____. OR The most important way the wind affects the environment is _____.
- The teacher will have each student share their page and place the class book in the classroom library for students to revisit.

Sample student answer:

Student illustration here

of land and windmills and power lines

The wind impacts our lives by making electricity.

OR another sample student answer might be:

Student illustration here

of the wind pushing the clouds and creating rain in some parts of the Earth.

The most important way the wind affects the environment is by changing the weather.

Vocabulary

<p>These words merit less time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students)</p>	<p>These words merit more time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)</p>
<p>Page 5- blowing – to be in motion; to move Page 6 – air – the invisible gas around the earth Page 17 – storms – rain and violent weather including thunder, lightning and snow Page 18 – experiment – a test to show a fact to be true or false Page 21 – pushed – to move something away with your hand Page 31 – arrow – a straight piece that has a sharpened point at the front</p>	<p>Page 6 – flutters – fly unsteadily Page 6 – ripples – a small wave Page 7 – howling – producing a long, loud cry Page 8 – breeze – gentle wind Page 8 – gust – a brief strong rush of wind Page 10 – surrounded – to be all around Page 14 – equator – imaginary line that divides the earth into North and South Page 14 – strike – to hit all of a sudden Page 14 – directly – without changing direction or stopping Page 14 – discover – to find out Page 14 – shimmering – shining with soft light Page 16 – gently – not rough or violent; softly Page 16 – sway – to move from side to side Page 20 – glider – a light aircraft with no engine Page 22 – blades – the flat wide section of a tool or device Page 25 – forecasters – a person who tells about the weather</p>

Extension Activities for this book and other useful Resources

By providing students with discussion and experiences of the wind, it will link the big idea and illustrations with the students' lives. Below are a few ideas to provide those additional experiences, outside of the text.

1. With parent volunteers, create a weather vane (end of book project) to help illustrate how to tell which way the wind is blowing.
2. Have students explore the wind by experiencing kite flying or a pinwheel.
3. Have students share with their parents the different ways the wind can be found in our environment.
4. The teacher will take the students outdoors. The students will *visualize* by holding their arms out and closing their eyes.

The teacher will have the students open their eyes. The teacher will pose the following questions:

What do you feel?

What do you hear?

The students will open their eyes. The teacher will pose the following question:

What do you see?

The teacher will record responses on a class chart using words, pictures or a combination of both.

What Makes This Text Complex?

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.



2-3 band	420-820L
4-5 band	740-1010L
6-8 band	925-1185L
9-10 band	1050-1335L
11-CCR band	1185-1385L

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>Although the wind is not visible, people all around the world can feel it and are affected by it.</p> <p>The wind is an important part of nature.</p> <p>The wind is essential to life on Earth and has many impacts all around.</p> <p style="text-align: right;">Meaning/Purpose</p>	<ul style="list-style-type: none"> • The text shifts from a narrative/poetic format to an informational/scientific structure • Cause and effect • Comparison <p>Structure</p>
<p>Figurative Language- wind flutters, wind makes the lakes ripple, whips around wind howling</p> <p>Vocabulary-sway and bend, flapping, gust, breeze, tropical, equator, gentle, hurricanes, weather, chinook, sirocco, erosion, sand dunes, weather vane</p> <p>Personification-("breeze tickle your face")</p> <p>Simile -("like someone whistling", "like a wild animal howling")</p> <p>Imagery – "shimmering heat waves"</p> <p style="text-align: right;">Language</p>	<p>Knowledge Demands</p> <p>Weather, types of wind, erosion, germination, air</p>

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

The technical terms and the length of the book will challenge the students. Student supports can include: vocabulary scaffolds or direct teaching of the technical terms and judging the stamina of the students choosing a stopping point while reading the story aloud if students' stamina or interest decreases.

How will this text help my students build knowledge about the world?

This text will build the students' understanding of the powerful role of air and wind in our environment.

UNIT: CHRYSANTHEMUM

ANCHOR TEXT	UNIT FOCUS
<p><i>Chrysanthemum</i>, Kevin Henkes (Literary)</p> <p>RELATED TEXTS <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> • “My Teacher Calls Me Sweetie Cakes,” Kenn Nesbitt (Poem) • “Isn’t My Name Magical?” James Berry (oem) • “Me I Am!,” Jack Prelutsky (poem) • <i>A Porcupine Named Fluffy</i>, Helen Lester • <i>The Name Jar</i>, Yangsook Choi • <i>Andy (That’s My Name)</i>, Tomie dePaola <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> • <i>We’re Different, We’re the Same</i>, Bobbi Jane Kates • <i>We Are All Alike, We Are All Different</i>, Cheltenham Elementary School Kindergartners <p>Note: Additional texts that fit with this set:</p> <ul style="list-style-type: none"> • <i>Ashok by Any Other Name</i>, Sandra Yamate • <i>My Name Is Yoon</i>, Helen Recorvits • <i>My Name Is Elizabeth!</i>, Annika Dunklee 	<p>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 <i>identity</i>. Students will develop an awareness of and appreciation for what makes them <i>unique</i>. They will explore how others are similar and different through read-aloud texts and learn the value in appreciating what makes others unique.</p> <p>Text Use: Reading and writing foundational skills, language development, vocabulary and sentence structure, retelling, and comparing and contrasting ideas across texts</p> <p>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</p> <p>Reading Foundational Skills:¹ RF.K.1a-d, RF.K.2a-d, RF.K.3a-d, RF.K.4</p> <p>Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-f, L.K.2.a-d, L.K.4a-b, L.K.5.a-d, L.K.6</p>
	<p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>Chrysanthemum</i> Unit Overview</p> <p>Pages 37-39: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 40: ELA Instructional Framework</p> <p>Pages 41-46: Ongoing Reading Foundational Skills</p> <p>Pages 47-61: Text Sequence and Sample Whole-Class Tasks</p>

¹The 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	Summative Unit Assessments	Daily Tasks
<ul style="list-style-type: none">• 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	<p>A culminating writing task:</p> <ul style="list-style-type: none">• Evaluate characters• Compare and contrast traits• Write complete sentences <p>A cold-read task:</p> <ul style="list-style-type: none">• Understand complex texts• Compare and contrast sounds in words <p>An extension task:</p> <ul style="list-style-type: none">• Engage in shared writing and research• Read emergent-reader texts with purpose and understanding• Write name	<p>Daily Tasks</p> <p><i>Daily instruction helps students read and understand text and express that understanding.</i></p> <ul style="list-style-type: none">• Ongoing: Whole-class foundational skills (Possible texts: <i>From Anne to Zach</i> and <i>Here Are My Hands</i>, other classroom texts) (sample tasks)• Lesson 1: “My Teacher Calls Me Sweetie Cakes” (sample tasks)• Lesson 2: <i>Chrysanthemum</i> (sample tasks)• Lesson 3: “Isn’t My Name Magical?” and “Me I Am!” (sample tasks and extension task #1)• Lesson 4: <i>Chrysanthemum</i> (sample tasks)• Lesson 5: <i>We’re Different, We’re the Same</i>• Lesson 6: <i>A Porcupine Named Fluffy</i>• Lesson 7: <i>The Name Jar</i>• Lesson 8: <i>A Porcupine Named Fluffy, The Name Jar, Chrysanthemum</i> (sample tasks)• Lesson 9: <i>We Are All Alike, We Are All Different</i> (extension task #2 and culminating writing task)• Lesson 10: <i>Andy (That’s My Name)</i> (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

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
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • 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 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Evaluating characters • Comparing and contrasting traits • Writing complete sentences 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks) • Lesson 5 • Lesson 6 (sample tasks) • Lesson 7 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • 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 TASK⁴

Read aloud⁵ *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 text⁶. 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
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • 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 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding complex texts • Comparing and contrasting sounds in words 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Ongoing Foundational Skills (sample tasks) • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 3 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • 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 TASK⁷

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.2.c](#), [L.K.6](#))

Extension Task #2: Create various pages with simple sentences, regular three-letter words (CVC words), and pictures representing multisyllabic words (rebus). 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
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • 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 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Engaging in shared writing and research • Reading emergent-reader texts with purpose and understanding • Writing name 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks) • Lesson 5 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • 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:

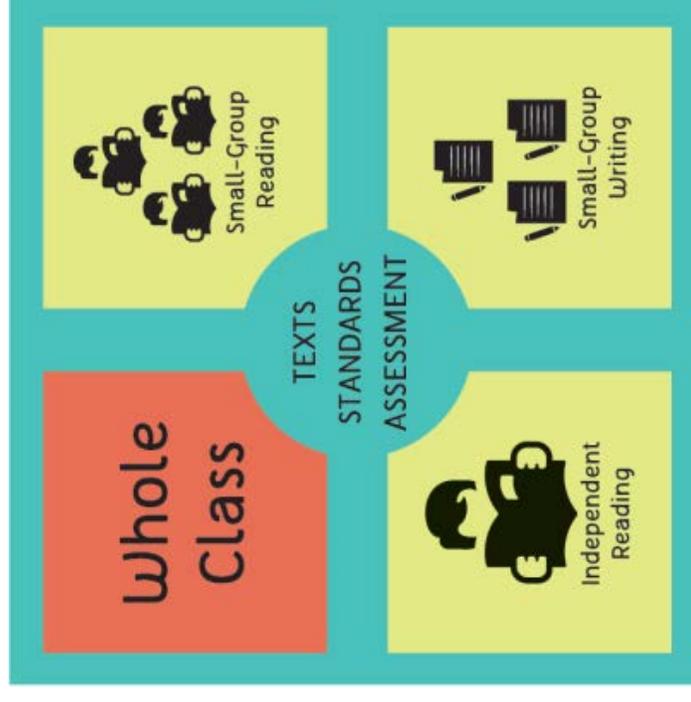
1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

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
<p>Possible texts:</p> <ul style="list-style-type: none"> • <i>From Anne to Zach</i>, Mary Jane Martin • <i>Here Are My Hands</i>, Bill Martin, Jr. • Other classroom texts that connect to the concepts of names and identity <p>Select texts to teach foundational skills that:</p> <ul style="list-style-type: none"> • 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 	<p>SAMPLE TASKS</p> <ol style="list-style-type: none"> 1. <u>Directionality</u>: Teach students the various directions of print in a full book, on a page, and in a sentence. (RF.K.1a) <ul style="list-style-type: none"> ○ Read the cover and title page of the selected text. Ask volunteers to identify the front and back covers and the title page. ○ Have volunteers point out the beginning of the story and where the story ends. ○ Then say, “Before we begin the story, who can show us where we begin on a page?” ○ Then say, “Which way do we go...and where do we go when we get to the end of the line?” ○ Integrate movement by having the students move their arms, hips, or head from left to right. ○ 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. <u>Alphabetic Principles</u>: Teach students to recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1d) <ul style="list-style-type: none"> ○ 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. ○ Another option is to have students say the letter name, make the sound, and do a movement for each letter. ○ 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). ○ 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](#))
 - Read aloud the selected text.
 - Project the text while reading, and point clearly to the words for students to follow along.
 - Ask students to join in, reading the words when they can. ([RF.K.3c](#))
 - 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](#))
 - Then have students count the words in some of the longest and shortest sentences. ([RF.K.1c](#))
 - 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](#))
 - 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.
 - 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](#))
 - 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](#))
 - Introduce rhyming words as words that sound the same at the end, like *cat* and *bat*.
 - 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](#))
- 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](#))
- 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](#))
 - 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](#))
- 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*.
 - Introduce a movement and picture for the students to associate with the long vowel sounds.
 - Engage students in multiple readings of alphabet books to help build fluency with letters. ([RF.K.4](#))
 - 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](#))
- Teach each letter’s features (upper- and lowercase) to help students discriminate among all the letter forms.
 - 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](#))
 - 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.
 - 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).
 - Then discuss the results of their sorts using comparison terms such as *more*, *less*, *same*, *alike*, *different*, *straight*, *curved*, and *both straight and curved*.
 - 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](#))
- Page through *From Anne to Zach* for students to identify the characters. ([RL.K.3](#))
 - 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.
 - 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](#))
- 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.
 - Emphasize A by writing it in a different color or underlining it in each student’s first or last name.
 - Include both upper- and lowercase letters as the heading on each page. ([RF.K.1d](#))

TEXT DESCRIPTION	TEXT USE
	<ul style="list-style-type: none"> ○ Students may dictate or write their names. (RF.K.1b, RF.K.3a, L.K.1a, L.K.2c) ○ Place the book in the classroom library for students to practice reading. (RF.K.4) <p>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)</p>

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
<p>LESSON 1:²³</p> <p>“My Teacher Calls Me Sweetie Cakes,” Kenn Nesbitt</p>	<p>TEXT DESCRIPTION: This text introduces the unit with humor and focuses on the use of nicknames.</p> <p>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 <i>embarrassing</i> to the speaker?”). (RL.K.1, RI.K.2, RI.K.4, RF.K.3c, L.K.1d) Students can discuss what makes poetry different from storybooks. (RF.K.5) The poem also supports opportunities for reinforcing rhyme. (RF.K.2a)</p> <p>MODEL TASKS</p> <p>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.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • 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 display²⁴ throughout the unit. <ul style="list-style-type: none"> ○ Ask students, “Who can come frame the word <i>my</i>?” Have a volunteer frame (circle, highlight, use Wikki Stix) <i>my</i>. Divide the class into pairs. Ask pairs to find another instance of <i>my</i> 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
<p>LESSON 2: <i>Chrysanthemum</i>, Kevin Henkes</p>	<ul style="list-style-type: none"> ○ Assign each pair another high-frequency word from the poem (e.g., <i>me, to, her, or, is, so, I, at, all, in, not</i>). Ask each pair to locate the instances of their assigned high-frequency word in the poem. ○ 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) ○ 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) ○ Place the high-frequency words on the display. ○ 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) ○ 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) ○ Continue to build the display with words from other texts in the unit (e.g., from <i>Chrysanthemum</i>: <i>was, the, said, and, she, it, when, for, on, an, with, but, as, a</i>). ○ Additional practice with high-frequency words is also recommended during foundational skills instruction. See Sample Task 5 of the Ongoing Reading Foundational Skills. <p>TEXT DESCRIPTION: This text is about a mouse named Chrysanthemum who learns, with the help of her teacher, to love her name.</p> <p>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.</p> <p>MODEL TASKS</p> <p>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.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ● Pre-Reading: Identify the sounds for consonants and study the letters and syllables in students’ names.

- 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.

- Project the excerpts from *Chrysanthemum*: “She blushed. She beamed. She bloomed. 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
<p>LESSON 3: “Isn’t My Name Magical?” James Berry “Me I Am!,” Jack Prelutsky</p>	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>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)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in rhyme and word work with “Me I Am!” Then they compare and contrast the speakers of each poem and <i>Chrysanthemum</i>.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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) ○ 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) ○ Use Wikki Stix or highlighters to find words that rhyme (e.g., <i>me</i>, <i>see</i>, <i>be</i>, <i>do</i>, <i>two</i>) or words that have the same beginning or ending sounds. (RF.K.2a, RF.K.2d)

- 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 /?” The pair that thinks they have / on their sticky note should come up and place their word under the word / 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
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Shared Writing:</u> 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) <ul style="list-style-type: none"> ○ Record student responses to questions: <ul style="list-style-type: none"> ▪ 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? • <u>Student Writing:</u> 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. <ul style="list-style-type: none"> ○ 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) ○ Have students share the stories with the class. (RI.K.10, RF.K.4, SL.K.4, SL.K.6) <p>SAMPLE SUMMATIVE TASK: Extension Task #1</p>
<p>LESSON 4:</p> <p><i>Chrysanthemum</i>, Kevin Henkes</p>	<p>TEXT DESCRIPTION: This is a subsequent reading of the anchor text.</p> <p>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.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Student engage in further word work with <i>Chrysanthemum</i> 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.</p>

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.
 - 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."
 - 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](#))
 - 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](#))
 - 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.

- **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.

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ 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 <i>or</i> 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)
<p>LESSON 5:</p> <p><i>We’re Different, We’re the Same</i>, Bobbie Jane Kates</p>	<p>TEXT DESCRIPTION: This text highlights what is similar and different among people.</p> <p>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)</p>
<p>LESSON 6:</p> <p><i>A Porcupine Named Fluffy</i>, Helen Lester</p>	<p>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.</p> <p>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</p>

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:**
 - 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](#))
 - 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](#))
 - 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](#))
 - 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.”
 - 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](#))
 - 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](#),

SL.K.6, L.K.5c, L.K.1f

- 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.
 - 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**)
 - 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**)
 - 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
<p>LESSON 7: <i>The Name Jar</i>, Yangsook Choi</p>	<ul style="list-style-type: none"> ○ 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) ● <u>Student Writing:</u> Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. <ul style="list-style-type: none"> ○ 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. <p>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.</p> <p>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)</p>
<p>LESSON 8: <i>A Porcupine Named Fluffy</i>, Helen Lester <i>The Name Jar</i>, Yangsook Choi <i>Chrysanthemum</i>, Kevin Henkes</p>	<p>TEXT DESCRIPTION: These texts focus on characters who come to appreciate their unique names and how their names set them apart from everyone else.</p> <p>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)</p> <p>MODEL TASKS</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> ● <u>Word Work:</u> <ul style="list-style-type: none"> ○ 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: <i>inquired</i>, <i>suggested</i>, <i>called</i>, <i>whispered</i>, <i>said/told</i>, <i>explained</i>, <i>replied/answered</i>, <i>asked</i>, <i>chanted</i>, <i>complained</i>, <i>argued</i>, or <i>shouted</i>). 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)

- 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

Somebody	Wanted	But	So	Then (optional)
Fluffy	To be fluffy	He was not fluffy	He tried to get fluffy	He met Hippo and realized his name was perfect

- 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](#))

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
	<ul style="list-style-type: none"> • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students) in preparation for the Culminating Writing Task. <ul style="list-style-type: none"> ○ Ask students to select their favorite character from one of the three texts. ○ 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) ○ 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) ○ 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.
<p>LESSON 9:</p> <p><i>We Are All Alike, We Are All Different</i>, Cheltenham Elementary School Kindergarteners</p>	<p>TEXT DESCRIPTION: This text, written by kindergarteners, highlights what is similar and different among people.</p> <p>TEXT FOCUS: This text reinforces the ideas explored in the unit. Continue to explore the vocabulary (e.g., <i>alike</i> and <i>different</i>), 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 <i>We’re Different, We’re the Same</i>. (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)</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task #2 and Culminating Writing Task</p>
<p>LESSON 10:</p> <p><i>Andy (That’s My Name)</i>, Tomie dePaola</p>	<p>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.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>

UNIT: A Is for America

ANCHOR TEXT ¹ <i>A Is for America</i> , Devin Scillian (Informational)	UNIT FOCUS
<p>RELATED TEXTS <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none">• <i>The Scrambled States of America</i>, Laurie Keller (Reader's theater script² for the text)• <i>America the Beautiful</i>, Katharine Lee Bates and Chris Gall, Neil Waldman, or <i>America the Beautiful</i>, Wendell Minor <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none">• The following texts are available from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology:³<ul style="list-style-type: none">○ "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)• <i>America Is...</i>, Louise Borden <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none">• "America the Beautiful"⁴ (audio)• U.S. Symbols,⁵ BrainPOP Jr.	<p>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.</p> <p>Text Use: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts</p> <p>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</p> <p>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</p> <p>Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-c, L.K.6</p> <p>CONTENTS</p> <p>Page 155: Text Set and Unit Focus</p> <p>Page 156: <i>A Is for America</i> Unit Overview</p> <p>Pages 157-161: Summative Unit Assessments</p> <p>Page 162: Instructional Framework</p> <p>Pages 163-178: Text Sequence and Sample Whole-Class Tasks</p>

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/americatebeautiful_satb.mp3

⁵ <http://www.brainpopjr.com/socialstudies/citizenship/usymbols/>

A Is for America Unit Overview

Unit Focus	Summative Unit Assessments	Daily Tasks
<ul style="list-style-type: none"> • 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 	<p>A culminating writing task:</p> <ul style="list-style-type: none"> • Use knowledge gained from texts in writing • Write complete sentences • Use vocabulary learned in the unit <p>A cold-read task:</p> <ul style="list-style-type: none"> • Understand a complex text • Understand academic vocabulary • Write in response to a text <p>An extension task:</p> <ul style="list-style-type: none"> • Conduct shared research • Develop questions and write complete sentences • Create a class research book 	<p><i>Daily instruction helps students read and understand text and express that understanding.</i></p> <ul style="list-style-type: none"> • 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 <i>The Scrambled States of America</i> (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: <i>America the Beautiful</i>, “America the Beautiful,” and A Is for America • Lesson 10: <i>America Is...</i> (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 TASK²

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
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • 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 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Using knowledge gained from texts in writing • Writing complete sentences • Using vocabulary learned in the unit 	<p>Which tasks help students learn it?</p> <ul style="list-style-type: none"> • 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 TASK⁹

Read aloud¹⁰ *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](#); [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
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • 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 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding a complex text • Understanding academic vocabulary • Writing in response to a text 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 9 • Lesson 10 (use this task)

EXTENSION TASK¹²

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
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • 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 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting shared research • Developing questions and writing complete sentences • Creating a class research book 	<p>Which tasks help students learn it?</p> <ul style="list-style-type: none"> • 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

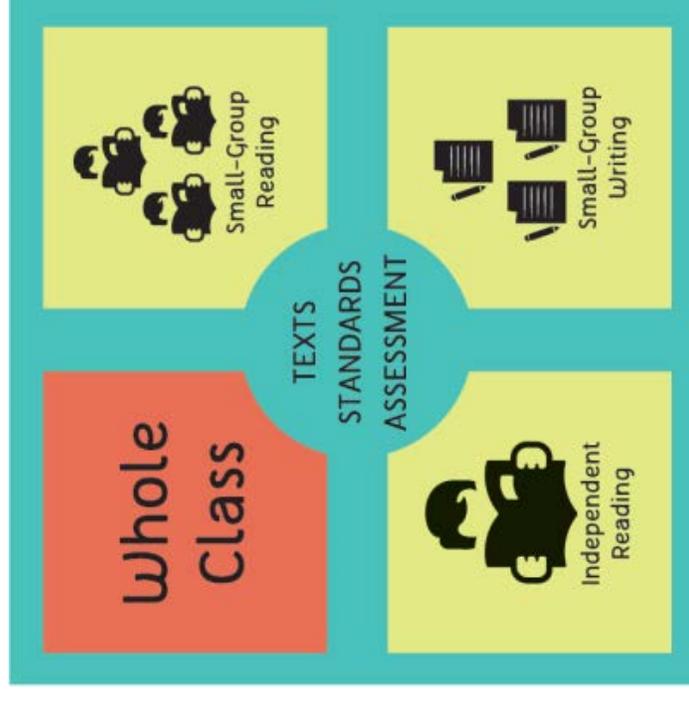
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

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
<p>LESSON 1:¹⁵</p> <p>“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</p>	<p>TEXT DESCRIPTION: This informational text introduces and explains the White House and Washington, D.C., 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.</p> <p>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)</p> <p>MODEL TASKS</p> <p>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.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> ○ Use a similar process throughout the unit for building the unit vocabulary dictionary.

¹⁴ <http://prezi.com/fdjuuej83ji6/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.

- 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.
 - 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](#), [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.
 - Have students draw the person or symbol and write the name of the person or symbol in their notebook.

TEXT SEQUENCE	TEXT USE
	<p>(SL.K.5)</p> <ul style="list-style-type: none"> ○ Conduct a shared writing¹⁷ 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) ○ Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) ○ 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) ○ 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.
<p>LESSON 2: U.S. Symbols, BrainPOP Jr.</p>	<p>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.</p> <p>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.</p> <p>MODEL TASKS</p> <p>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.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● 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>

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](#))
 - Use a similar process to that used in Lesson 1.
 - 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.
 - Have students draw the person or symbol and write the name of the person or symbol in their notebook. ([SL.K.5](#))
 - 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](#))
 - Prompt students to copy two or three facts from the class list into their notebook. ([W.K.2](#), [L.K.1a](#), [L.K.2c](#))
 - 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](#))
 - 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>

TEXT SEQUENCE	TEXT USE																		
<p>LESSON 3: <i>A Is for America</i>, Devin Scillian</p>	<p>time. (W.K.5)</p> <p>TEXT DESCRIPTION: This ABC book uses rich illustrations, poetic language, rhyme, and rhythm to explain people, places, symbols, monuments, and ideas that are distinctly American.</p> <p>TEXT FOCUS: 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)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Review knowledge gained in previous texts before listening to <i>A Is for America</i> read aloud. Engage in vocabulary study and then a shared writing task about what it means to be free. Students write their own response.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Pre-Reading: Display or project the following chart for students and work with them to complete the chart. <ul style="list-style-type: none"> ○ 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) ○ 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) <table border="1" data-bbox="1128 241 1437 1564"> <thead> <tr> <th colspan="3" style="text-align: center;">United States of America</th> </tr> <tr> <th>Important People and Symbols</th> <th>What We Already Know</th> <th>Questions We Have</th> </tr> </thead> <tbody> <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> </tbody> </table>	United States of America			Important People and Symbols	What We Already Know	Questions We Have	American flag			Statue of Liberty			Liberty Bell			Bald eagle		
United States of America																			
Important People and Symbols	What We Already Know	Questions We Have																	
American flag																			
Statue of Liberty																			
Liberty Bell																			
Bald eagle																			

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](#), [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](#))

- 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:

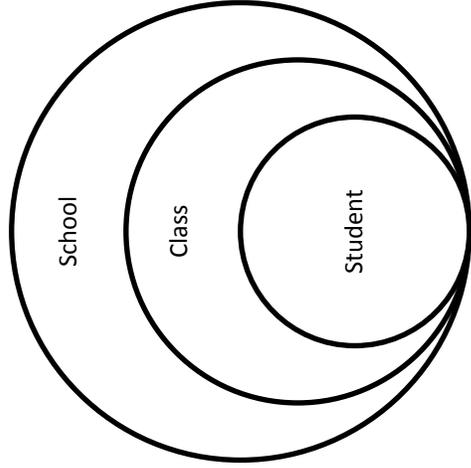
- Shared Writing: Conduct a [shared writing](#)²⁰ task in which the class responds to the prompt: “Describe what you are able to do because you are free.”
 - Have the class describe the various ways they are free. ([W.K.3](#), [W.K.7](#), [W.K.8](#))
 - Guide the writing process while students write the parts they know using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer). ([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](#))
 - 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, 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.
 - 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>

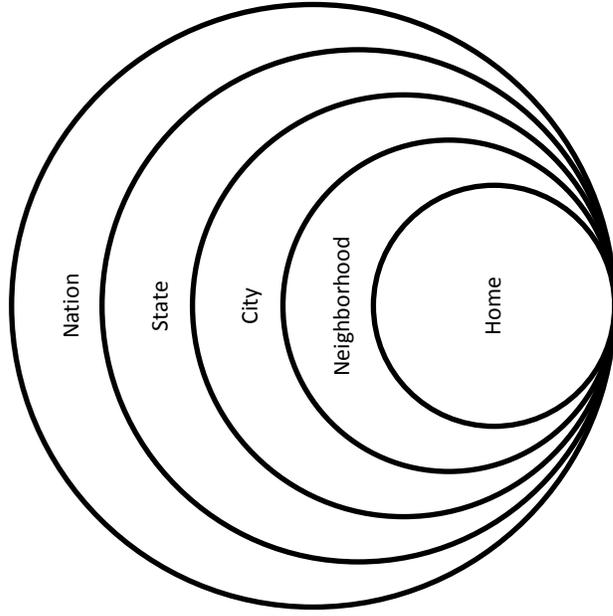
²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p>“F” from <i>A Is for America</i>, Devin Scillian</p> <p><i>The Scrambled States of America</i>, Laurie Keller (A reader’s theater script²¹ for the text is available. It could be used and performed by expert readers, such as older students, to accompany the text.)</p>	<ul style="list-style-type: none"> ○ 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) <p>TEXT DESCRIPTION: Both of these texts connect to the 50 states of America. The anchor text introduces how many states are in America. In <i>The Scrambled States of America</i>, 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.</p> <p>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 <i>The Scrambled States of America</i>, students identify and describe the states.</p> <p>MODEL TASKS</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Third Reading: Project or display the “F” page. Read aloud the main text. <ul style="list-style-type: none"> ○ Explain to students that they are going to learn more about the United <u>STATES</u> of America. ● First Reading: Read aloud <i>The Scrambled States of America</i>. (RL.K.10) ● Student Practice: Divide the class into pairs. Provide pairs with note cards that have events from <i>The Scrambled States of America</i> 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 <i>The Scrambled States of America</i> 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>



- 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*)
- 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.
- 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](#))
- 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](#))



- **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](#))
 - Use a similar process to that used in Lesson 1.
 - For *A Is for America*, add the following words to the unit vocabulary dictionary: *colonies, influential, democracy, cities, government, veterans, and elections*.
 - 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), rumbly, 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](#), [RI.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*.

- Have students draw the person or symbol and write the name of the person or symbol in their notebook. ([SL.K.5](#))
- 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](#))
- Prompt students to copy two or three facts from the class list into their notebook. ([W.K.2](#), [L.K.1a](#), [L.K.2c](#))
- 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](#))
- 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.

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](#))
 - Use a similar process to that used in Lesson 1.
 - 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.
 - Have students draw the person or symbol and write the name of the person or symbol in their notebook. ([SL.K.5](#))
 - 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
	<ul style="list-style-type: none"> ○ Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) ○ 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) ○ 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.
<p>LESSON 6: “J” from <i>A Is for America</i>, Devin Scillian “Thomas Jefferson” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 58-61)²⁵</p>	<p>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.</p> <p>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 <i>A Is for America</i>, 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 <i>author, famous, complain, declaration, document, persuade, explaining, announcing</i>, and <i>deciding</i> to the unit vocabulary dictionary. Conclude the lesson with students adding information about Thomas Jefferson to their What is America? journal.</p>
<p>LESSON 7: “L” from <i>A Is for America</i>, Devin Scillian “Abraham Lincoln” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 75-78)</p>	<p>TEXT DESCRIPTION: Both of these texts explain Abraham Lincoln was a very important president.</p> <p>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 <i>A Is for America</i>, 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 (<i>proclaim, reputation, and serious</i>) to the unit vocabulary dictionary. Conduct a shared writing task in which students make connections between <i>A Is for America</i> and “Abraham Lincoln.” Ask students the meaning of the phrase, “He held us together and at the same time set us free” from <i>A Is for America</i>. 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.</p>

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
<p>LESSON 8:</p> <p>“George Washington” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 48-51)²⁶</p> <p>“Thomas Jefferson” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 58-61)</p> <p>“Abraham Lincoln” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 75-78)</p>	<p>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.</p> <p>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.</p> <p>MODEL TASKS</p> <p>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.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • 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 <i>honest</i>? 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., <i>respect</i>, <i>convince</i>, <i>serious</i>, <i>persuade</i>, <i>influential</i>, <i>freedom</i>, <i>bravery</i>, <i>courage</i>). • 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. <ul style="list-style-type: none"> ○ 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>

- 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
<p>LESSON 9:</p> <p><i>America the Beautiful</i>, Katharine Lee Bates and Chris Gall, Neil Waldman, or <i>America the Beautiful</i>, Wendell Minor</p> <p>“America the Beautiful” (audio)</p> <p><i>A Is for America</i>, Devin Scillian</p>	<p>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.</p> <p>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.</p> <p>MODEL TASKS</p> <ul style="list-style-type: none"> • Access a lesson³⁰ 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 organizer³¹ 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.
<p>LESSON 10:</p> <p><i>America Is...</i> Louise Borden</p>	<p>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.</p> <p>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).</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 11:</p> <p>Various texts from the unit</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 12:</p> <p>Various texts from the unit</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>

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

Expert Pack: Transportation

Submitted by: Providence Public School District

Grade: Kindergarten

Date: June 2015

Topic/Subject Transportation
<p style="text-align: center;">Texts/Resources</p> <p>Books</p> <ol style="list-style-type: none">1. <i>On the Go</i>2. <i>This is the Way We Go to School</i>3. <i>The Last Train</i>4. <i>Emergency Vehicles</i>5. <i>Work Trucks</i>6. <i>Getting Around Through the Years</i>7. <i>Travel Then and Now</i> <p>Videos</p> <ol style="list-style-type: none">8. Things that Go “Trains For Children”9. “The Last Train”10. Things That Go “Fire Trucks” <p>Other Media</p> <ol style="list-style-type: none">11. http://www.englishvideolesson.com/1394-modes-of-transportation-song.html12. http://www.globalcitizen.org/Content/Content.aspx?id=eb8d9283-a7ab-4e09-b1eb-c389a1337b1113. DK On the Move http://www.wegivebooks.com <p>Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graded approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about. <i>Refer to annotated bibliography on the following pages for the suggested sequence of readings.</i></p>
<p style="text-align: center;">Rationale and suggested sequence for reading:</p> <p>In the first PPT/song “Modes of Transportation” students are introduced to the ways to get from one place to another. The next resource, “<i>This is the Way We Go to School</i>,” is a book that provides students with an understanding that other children go to school in many different ways. Students will then view dynamic web-based photographs, in “Global Citizen,” that show children around the world traveling to school. The next resource, <i>On the Go</i>, is a book that highlights transportation by land, sea and air. After building the foundation for modes of transportation students will dig deeper into their study of trains with “Trains For Children” introducing many types of trains. In keeping with trains, <i>The Last Train</i> is a nostalgic children’s story about the bygone era of trains. “The Last Train” is a song performed from the previous text with accompanying music video depicting real footage and illustrations. <i>On The Move</i> brings students back, re-igniting interest in exploring more modes of transportation. The next resource in this Expert Pack is a video titled, Things That Go, “Fire Trucks” which gives students information about various emergency vehicles. The next two book resources,</p>

Emergency Vehicles and *Work Trucks* highlight transportation for utility and service. The expert pack culminates with a historical progression of transportation from the book, *Getting Around Through the Years and Travel Then and Now* leaving students with a wondering about future travel.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

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.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography
and suggested sequence for reading

N/A “Modes of Transportation”

Author: Unknown

Genre: Video/Song

Length: 1:17 minutes

Synopsis: PPT that plays rhyming tune with modes of transportation matching pictures and words.

Citation: Modes of transportation [Video file]. (n.d.). Retrieved May 23, 2015, from <http://www.englishvideolesson.com/1394-modes-of-transportation-song.html>

Cost/Access: \$0.00

Recommended Student Activities: Rewatch video and sing along.

450L *This is the Way We Go to School*

Author: Laine Falk

Genre: Informational text- clear headings and glossary

Length: 24 pages

Synopsis: Students learn how children around the world go to school.

Citation: Falk, L. (2010). *This is the way we go to school*. New York: Children's Press.

Cost/Access: \$6.95

Recommended Student Activities: Pop Quiz

N/A Global Citizen

Author: Unknown

Genre: Web photographs

Length: 20 slides

Synopsis: Thought-provoking pictures of the trips some children take to school around the world.

Citation: Global Citizen (n.d.). Retrieved May 23, 2015, from <http://www.globalcitizen.org/Content/Content.aspx?id=eb8d9283-a7ab-4e09-b1eb-c389a1337b11>

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

480L On the Go

Author: Ann Morris

Genre: Informational text

Length: 29 pages

Synopsis: This book illustrates how people across the world move over land, sea and air.

Citation: Morris, A. (1990). *On the go*. New York, NY: HarperCollins.

Cost/Access: \$6.99

Recommended Student Activities: Wonderings

N/A Things that Go "Trains For Children"

Author: Unknown

Genre: Informational video

Length: 2:28 minutes

Synopsis: This video teaches about the different kinds of trains.

Citation: Things that go [Video file]. (n.d.). Retrieved May 23, 2015, from <https://www.youtube.com/watch?v=Ty8uibvScnk>

Cost/Access: 0.00

Recommended Student Activities: Wonderings

650L “The Last Train”

Author: Gordon Titcomb

Genre: Poetry

Length: 32 pages

Synopsis: Based on a song, this is a tribute to a bygone era when everyone traveled by train.

Citation: Titcomb, G. (2010). *The last train*. New York, NY: Roaring Brook Press.

Cost/Access: \$13.35

Recommended Student Activities: Quiz maker

N/A “The Last Train”

Author: Gordon Titcomb

Genre: Informational video

Length: 3:18 minutes

Synopsis: This is a video/song that pairs with the text *The Last Train*.

Citation: The Last Train. [Video file]. (n.d.). Retrieved May 23, 2015, from

http://www.schooltube.com/video/ac8c35a4f7cd4b35b57b/THE%20LAST%20TRAIN,%20by%20Gordon%20Titco_mb

Cost/Access: 0.00

Recommended Student Activities: Picture of Knowledge

N/A *On the Move*

Author: DK Publishing

Genre: Informational text

Length: 32 pages

Synopsis: This book explores the world of vehicles and transportation (must create a free account to access the online book).

Citation: Retrieved May 23, 2015, from <http://www.wegivebooks.org/books/dk-readers-on-the-move>

Cost/Access: 0.00

Recommended Student Activities: Quiz Maker

N/A Things That Go “Fire Trucks”

Author: Unknown

Genre: Informational video

Length: 1:58 minutes

Synopsis: This sound-filled informational video of emergency vehicles responding to emergencies. Includes labeled vocabulary.

Citation: Things that go [Video file]. (n.d.). Retrieved May 23, 2015, from <https://www.youtube.com/watch?v=Odqyo8NG4Dg>

Cost/Access: 0.00

Recommended Student Activities: Wonderings

800L *Emergency Vehicles*

Author: Penelope Arlon

Genre: Informational text

Length: 32 pages

Synopsis: A book filled with facts and pictures of rescue vehicles hard at work. The book has clear layouts, simple words and word-picture relationships.

Citation: Arlon, P. (2013). *Emergency vehicles*. New York, NY. Scholastic Reference.

Cost/Access: \$7.99

Recommended Student Activities: Picture of Knowledge

700L *Work Trucks*

Author: Trace Taylor

Genre: Informational text- with captions

Length: 20 pages

Synopsis: This book illustrates different types of trucks and the materials they move.

Citation: Taylor, T. (2008). *Work trucks*. USA: American Reading Company.

Cost/Access: \$7.50

Recommended Student Activities: Quiz Maker

670L *Getting Around Through the Years*

Author: Clare Lewis

Genre: Informational text

Length: 24 pages

Synopsis: Students will learn how transportation has changed since the 1950's.

Citation: Lewis, C. (2015). *Getting around through the years*. Portsmouth, NH: Heinemann.

Cost/Access: \$13.00

Recommended Student Activities: Quiz Maker

740L *Travel Then and Now*

Author: Bobbie Kalman

Genre: Informational text

Length: 24 pages

Synopsis: This book has historical photographs, artwork and text to help readers compare and contrast transportation from past to present.

Citation: Kalman, B. (2014). *Travel then and now*. Ontario: Crabtree Publishing.

Cost/Access: \$7.95

Recommended Student Activities: A Picture of Knowledge

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

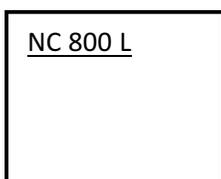
- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Text Complexity Guide

Emergency Vehicles by Penelope Arlon

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose of this informational text is to introduce young readers to the different types of emergency vehicles on land and sea. There are examples of who/what these vehicles transport and how they operate.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>The structure is supportive to the content. There are many illustrations, labels, graphics and captions used to develop understanding of the different emergency vehicles and their uses.</p> <p>Structure</p>
<p>Despite the strong structural support, the vocabulary in this book is somewhat complex. Some of the language is subject-specific including vehicle and apparatus.</p> <p style="text-align: right;">Language</p>	<p>The subject matter is moderately complex. There are vehicles that the students will be familiar with. However, it is dependent upon the students’ demographics and background knowledge.</p> <p>Knowledge Demands</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- The vocabulary will be challenging. Pre-teaching vehicle specific words with picture representation will increase understanding.
- It is recommended to use this book as a read aloud, with teacher thinking aloud, questioning and identifying information gained through the various text features.
- Determine prior knowledge (taking into consideration demographics of your school) of vehicles that students are familiar with before the first reading.
- Re-read to improve overall comprehension and author’s purpose for writing.

Expert Pack: Transportation

Submitted by: Providence Public School District

Grade: Kindergarten

Date: June 2015

Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "Modes of Transportation"	The illustrations on this video show students some basic modes of transportation.	
2. "This is the Way We Go to School"	Children travel to school using a variety of different modes of transportation.	This resource focuses on ways students travel to school and is divided into three sections. Students travel on tracks and wheels, over water and snow and on animals and by foot. The book depicts a map of the locations where the photographs were taken.
3. Global Citizen	Photographs depict 20 different unique journeys children around the world take to school.	These photographs show that students around the world travel to school in different ways across both land and water.
4. <i>On the Go</i>	Photographs depict variety of ways people move from place to place. It covers travel by land, sea and air.	This text introduces the various reasons why people travel from one place to another. It may be to visit friends, run errands, to get to work or simply play.
5. <i>Things that Go</i> "Trains For Children"	Freight trains haul cargo for a variety of reasons.	Introduces the concept that freight trains move cargo of different types and for different purposes.

6. <i>The Last Train</i>	Train travel was a very popular way to travel.	Train travel played an important part in history and connected many parts of the country.
7. "The Last Train"	Integrates live footage and illustrations from the book, <i>The Last Train</i> . Portrays the life of a railroad worker.	Shows real train footage in combination with illustrations depicting life of a railroad worker.
8. <i>On the Move</i>	Vehicles move in different ways and can be recognized by distinctive sounds.	Different types of vehicles move differently and make different sounds.
9. <i>Things That Go "Fire Trucks"</i>	Fire trucks travel quickly to help people. Then firefighters use special equipment to put out fires.	Fire trucks respond in emergencies to help people.
10. <i>Emergency Vehicles</i>	There are many types of emergency vehicles that operate on land and on sea. Explore how they do what they do.	There are many different types of emergency vehicles (not only fire trucks). This book explores what they transport and how they operate.
11. <i>Work Trucks</i>	Work trucks help to move products, people and larger vehicles.	This books shows work trucks hauling a variety of materials.
12. <i>Getting Around Through the Years</i>	Transportation is continually evolving and technology and weather play an important role.	How transportation has changed in living memory.
13. <i>Travel Then and Now</i>	Travel has changed dramatically throughout history.	This resource shows how people traveled in the past and present.

2. Rolling Vocabulary: "Sensational Six"

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Sensational Six" words from ALL the word lists.
- Use the "Sensational Six" words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
"Modes of Transportation"	<p>car, modes, truck, feet, transportation, bike</p> <p>Some children ride in a car with their parents to school. People use different modes of transportation to get where they need to go. The garbage man drives a big truck to pick up the trash. We put socks and shoes on our feet each day. Transportation of people and goods can be accomplished in many ways. A bike has two wheels, two handlebars, and two pedals.</p>

<p><i>This Is the Way We Go to School</i></p>	<p>boat, bus, pedicab, snowmobile, bicycle, subway</p> <p>Children travel on the water in a boat to school. Most children ride a yellow bus to school. A pedicab has three wheels and moves like a bicycle. In the winter, some children ride on snowmobiles. A bicycle is a fun way to get to school. Underground trains, called subways, take children to school.</p>
<p>Global Citizen</p>	<p>buggy, meander, trek, horseback, row, hike</p> <p>Children ride in a buggy with wheels pulled by a horse. The children zigzag back and forth as they meander to school. Some students have to trek long distances on their way to school. Horseback riding has long been a mode of transportation. When using a boat without a motor, you must row to make the boat move. Some students must hike long distances in the wilderness to school.</p>
<p><i>On the Go</i></p>	<p>travel, pedal, animals, wheels, motor, carry</p> <p>We travel from one place to another in many ways. I push the pedals on my bike to make it go. Animals like horses and oxen take us from place to place. Wheels make moving easier. A motor makes wheels move faster. People carry things in their hands and on their backs.</p>
<p><i>Things That Go</i> <i>"Trains For Kids"</i></p>	<p>long distance trains, maglev trains, rapid transit trains, metro, monorail, model train</p> <p>Long distance trains carry people. Maglev trains float on magnets. People move around the city on a rapid transit train. People travel underground on the metro train. The monorail is a train with only one track. A toy train is called a model train.</p>
<p><i>The Last Train</i></p>	<p>town, iron, drove, shone, rusty, souvenirs</p> <p>A train will go from one town or city to another with people and freight. The railroad tracks are made of iron. The conductor drove the train across the country. The railroad tracks shone when they were used frequently. The railroad tracks became rusty when they were not used. People bring souvenirs home to remember a trip or experience.</p>

<p>"The Last Train"</p>	<p>boarded, grandad, tickets, silver, riding, flatten</p> <p>The windows of buildings are boarded up when they are not in use. A grandad is another word for grandfather or grandpa. Passengers need tickets to ride on a train. The railroad tracks were the color of silver when they were new. The people were riding on the train to get to their next destination. A train will flatten a penny on the tracks when it rolls over it.</p>
<p><i>On the Move</i></p>	<p>highway, tractors, field, helicopters, sail, submarine</p> <p>Cars and trucks travel fast on the highway. Tractors help farmers plant and harvest their crops. The farmer plants crops in the field. A helicopter has a propeller on top and flies through the air. A boat can sail on the water. A submarine is a boat that dives underwater and comes back to the surface.</p>
<p><i>Things That Go "Fire Trucks"</i></p>	<p>flashing, sirens, firefighters, nozzles, ladder, hydrant</p> <p>The flashing lights warn cars and people to get out of the way. The sirens make loud noise so that people know a fire truck is coming. The firefighters work together to put out fires and help people. The firefighters point the nozzle of the hose toward the fires. Sometimes firefighters need a ladder to do their work up high. Water comes from the fire hydrant through the hose.</p>
<p><i>Emergency Vehicles</i></p>	<p>emergency, vehicles, rescue, passenger, arriving, weather</p> <p>When there is an emergency you need to help right away. Many different types of vehicles respond in an emergency. Firefighters rescue people from burning buildings. Passengers are people who travel in or on a vehicle. The train was arriving on time at the station. Sometimes weather causes planes to arrive late.</p>
<p><i>Work Trucks</i></p>	<p>work, trucks, deliver, collect, load, haul</p> <p>Some people use vehicles to help them work. Trucks help us get big, heavy jobs done. The mailman delivers mail to our houses. Garbage trucks collect trash from neighborhoods. We can load people and things into trucks. An eighteen wheeler can haul a house.</p>

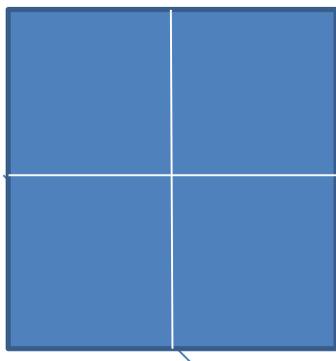
<p><i>Getting Around Through the Years</i></p>	<p>history, memory, journey, astronaut, vacation, harmful</p> <p>When we study history, we study people and events of the past. A memory is an event you remember from the past. We would like to go on a journey, or a trip to a far away place. An astronaut works in space wearing a helmet and a big white suit. We went on a family vacation to Hawaii last year. The sun’s rays are harmful to your skin.</p>
<p><i>Travel Then and Now</i></p>	<p>voyage, commuter, trailer, fuel, invent, space shuttle</p> <p>People took long voyages across the ocean. People commute to work every day. Trailers are vehicles without motors. Most forms of transportation require fuel. Cars were invented before trucks. Space shuttles are aircraft that travel into space.</p>
<p>Sensational Six</p>	<p>Transportation, history, vehicles, travel, passengers, haul</p>
<p>Summary:</p> <p>Transportation methods have changed drastically over the course of history. People all over the world use many different vehicles to travel to and from local places to those faraway. Not only do people travel as passengers, but many types of cargo are hauled to different locations by cars, trucks, trains and planes. Technology and weather are helping to improve safety when moving around our world.</p>	

Learning Worth Remembering

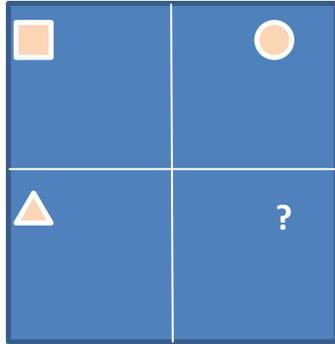
Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. A Picture of Knowledge (Recommended for *Travel Then and Now*; “The Last Train”; *Emergency Vehicles*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



1. Square
2. Triangle
3. Circle
4. Question Mark

- Write!

Square: What one thing did you read that was interesting to you?
 Triangle: What one thing did you read that taught you something new?
 Circle: What did you read that made you want to learn more?
 Question Mark: What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read *Travel Then and Now* and talk to each other about what you put in each quadrant.

2. Quiz Maker (Recommended for “The Last Train” *Getting Around Through the Years; On The Move; Work Trucks*)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. Wonderings (Recommended for “Global Citizen”; *On The Go*; Things That Go “Trains for Children”; Things That Go “Fire Trucks”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I'm a little confused about:	This made me wonder:

4. **Pop Quiz** (Recommended for *This Is the Way We Go to School*)

Answer the following questions.

Question	Possible Answer
1. How does a pedicab work?	A pedicab has three wheels and a person sits in the back and pedals to make it go.
2. What are two types of vehicles that move over tracks?	Trains and subways are two types of vehicles that move over tracks.
3. Name the type of vehicle that travels across snow and is used to transport children to school.	A snowmobile travels across snow and takes children to school.
4. Name two animals that can transport people or can haul goods from one place to another.	Horses and donkeys can transport people or carry goods from place to place.

Expert Pack: Transportation

Submitted by: Providence School District
Grade: Kindergarten Date: June 2015

Expert Pack Glossary

“Modes of Transportation”

<i>Word</i>	<i>Student-Friendly Definition</i>
Bike	Bike means a short word for bicycle. Many kids ride on bikes with their friends.
Car	Car means a vehicle with four wheels and an engine that can carry a small number of people on the road. We ride in a car to get to the store.
Feet	Feet means more than one foot. A child has two feet.
Modes	Mode means a type of something (such as transportation). One mode of transportation is a car.
Transportation	Transportation means a way of traveling from one place to another place. Many people use an airplane as a means of transportation when they travel a long distance.
Truck	Truck means a piece of equipment with wheels and handles that you push or pull to move heavy things. A truck can help you move very heavy boxes or large pieces of furniture.

This is the Way We Go to School

<i>Word</i>	<i>Student-Friendly Definition</i>
Bicycle	A bicycle means bike, with two wheels that you ride by pushing its pedals with your feet. I have a bicycle I ride after school.
Boat	Boat means a small, open vehicle for traveling on water. People go fishing in a boat on the lake.
Bus	Bus means a large vehicle that is used for carrying people especially along the same road at the same time. Many people ride on the city bus to get to work downtown..
Pedicab	A pedicab is like a bicycle built for three, one pedals and the other two get to ride. Pedicabs are popular in Asia.
Snowmobile	Snowmobile means a small powered vehicle used for traveling through or over snow. Snowmobiling is great fun in the winter when there is a lot of snow on the ground.
Subway	Subway means a system of underground trains in a city. We take the subway when we visit family in New York City.

“Global Citizen”

<i>Word</i>	<i>Student-Friendly Definition</i>
Buggy	Buggy means a small carriage with four wheels that is pulled by a single horse. Before we had cars and trucks, people traveled around in a buggy pulled by their horses.
Hike	Hike means to take a long walk in the country for fun or exercise. We like to take long hikes into the forest and mountains on the weekend.
Horseback	Horseback means on the back of a horse. Before cars were invented, many people traveled by horseback.
Meander	Meander means to have a lot of curves instead of going in a straight line. A river meanders around bends along the river bank.
Row	Row means to move a boat forward using oars. They rowed the boat all the way across the lake to have a picnic on the island.
Trek	Trek means to walk usually for a long time. The trek to the top of the mountain was hard.

On the Go

<i>Word</i>	<i>Student-Friendly Definition</i>
Animals	Animal means a living thing that is not a human or plant. An elephant is a large animal.
Carry	Carry means to move something while holding it. I help carry groceries into the house after food shopping with my family.
Motor	Motor means a machine that produces motion or power for doing work. A car will not move without the motor giving it power.
Pedal	A pedal is a flat piece of rubber and metal you push by foot to make a machine move, work or stop.. I need to pedal my bike to make it go fast.
Travel	Travel means to go on a trip or journey. Many families travel on vacation in the summertime.
Wheels	Wheel means one of the round parts underneath a car, bus, train, wagon, etc ...that rolls and allows something to move. I have two big wheels on my bike to help me go fast.

Things That Go “Trains For Kids”

<i>Word</i>	<i>Student-Friendly Definition</i>
Cargo	Cargo means something that is carried from one place to another by boat, airplane, or truck. The ship was carrying a cargo of bananas.
Containers	Container means an object like a box that can hold something. I like to put my extra buttons in a small container.
Countryside	Countryside means land that is away from big towns and cities. We can see animals such as cows when we drive through the countryside.
Engines	Engine means a machine that changes energy (burning fuel) into mechanical motion. A car has a four-cylinder engine.
Factory	Factory means a building or group of buildings where things are made by machines and people. She has a job in the jewelry factory making necklaces.
Goods	Goods means things that are made in order to be bought or sold. The store sells a variety of goods such as milk and bread.

The Last Train

<i>Word</i>	<i>Student-Friendly Definition</i>
Drove	Drove means to take someone or something to a place in a car, truck or other vehicle. I drove her to the train station this morning.
Iron	Iron means a heavy type of metal Bars and chains are made of iron.
Rusty	Rusty means covered with rust. Nails will become rusty when left out in the rain.
Shone	Shone means to look shiny.. He polished the silver until it shone.
Souvenirs	Souvenirs means something kept as a reminder of a place, event, or friendship.. When I went to the Super Bowl, I kept my ticket stub as a souvenir.
Town	Town means a place where people live that is larger than a village but smaller than a city. My family lives in the town of Jackson, Florida.

"The Last Train"

<i>Word</i>	<i>Student-Friendly Definition</i>
Boarded	Boarded means to get on a train, boat, etc. The passengers have all boarded the ship and are waiting to leave on a cruise.
Flatten	Flatten means to make something flat or flatter. You need to flatten a ball of dough to make a pizza.
Granddad	Granddad means a grandfather. My granddad is my father's dad.
Riding	Riding means the activity of riding a horse, bicycle, motorcycle, etc. Many people enjoy riding bikes.
Silver	Silver means a soft grayish-white metal that is very valuable and is used to make jewelry, coins, knives, forks and many other things. Women like to wear bracelets made of silver.
Tickets	Tickets are a piece of paper that allows you to see a show, participate in an event, or travel on a vehicle. Movie theaters collect tickets before you see the movie.

On the Move

<i>Word</i>	<i>Student-Friendly Definition</i>
Field	Field means a wide area of open land without trees or buildings. Farms have many fields..
Helicopter	Helicopter means an aircraft that can stay in the air without moving forward and that has metal blades that turn around on its top. The nightly news reporter sometimes watches traffic on the highways in helicopters in the sky.
Highway	Highway means a main road that connects cities, towns, etc. Highway 95 connects Rhode Island to Florida.
Sail	Sail means to travel on water in a ship or boat. He sailed around the world on a cruise ship.
Submarine	Submarine means a ship that goes totally underwater. The submarine can't be seen by an enemy ship.
Tractors	Tractor means a short, heavy truck that is designed to pull a large trailer. The farmer pulled his hay wagon with the tractor.

Things That Go “Fire Trucks”

<i>Word</i>	<i>Student-Friendly Definition</i>
Firefighters	Firefighter means a person who works to put out fires. A firefighter’s job is very dangerous.
Flashing	Flashing means to shine or give off a quick burst of bright light. . A car might be seen flashing its lights if the driver needs help. The police car had flashing lights.
Hydrant	Hydrant means a pipe usually near the side of a street that has water for putting out fires. . Every street has red fire hydrants to use in case of a fire.
Ladder	Ladders are used for climbing. They are made out of two long pieces of wood or metal or rope with a series of steps between them. Firefighters will use the ladders on the trucks to reach the top floors of burning buildings.
Nozzles	Nozzle means a small tube on the end of a pipe or hose to control the way a liquid or gas flows out. The nozzle at the end of the hose can be turned to make the water come out fast.
Sirens	Siren means a piece of equipment that makes a loud, high-pitched warning sound. Police cars and ambulances use sirens to let traffic know they are coming.

Emergency Vehicles

<i>Word</i>	<i>Student-Friendly Definition</i>
Arriving	Arriving means to reach a place after traveling.. We had dinner before arriving at the station.
Emergency	Emergency means a dangerous situation where someone needs help right away.. Her quick thinking in an emergency saved the baby’s life.
Passenger	Passenger means a person who is traveling from one place to another in a car, bus, train, ship, airplane, etc., and who is not driving or working on it. There were two passengers in the car with the driver.
Rescue	Rescue means to save someone or something from danger. A fireman rescued three children from the burning building.
Vehicles	Vehicle means a machine that is used to carry people or things from one place to another. The vehicle’s driver was hurt in the car crash.
Weather	Weather means the temperature and other outside conditions. The weather today will be hot and dry.

Work Trucks

<i>Word</i>	<i>Student-Friendly Definition</i>
Collect	Collect means to get things from different places and bring them together. They hope to collect over 1,000 dollars to support Special Olympics.
Deliver	Deliver means to take something to a person or place. The mail carrier delivers the mail to my house everyday.
Haul	Haul means to have to pull or drag something. We used buckets to haul water up from the river.
Load	Load means an amount that can be carried at one time. He picked up the load of firewood and carried it into the house.
Trucks	Trucks mean a large motor vehicle used for carrying heavy loads. He wheeled the boxes onto the truck and brought them into the building.
Work	Work means to have or do a job. I work every afternoon at Burger King.

Getting Around Through the Years

<i>Word</i>	<i>Student-Friendly Definition</i>
Environment	Environment means the natural world. Pollution is bad for the environment.
GPS	Global Positioning System means an electronic system in a car that tells you how to get to places. My GPS system gives me directions so I know how to drive to new places.
Hybrid	Hybrid means a car with an engine that can run on two different fuels, usually gasoline and electricity. A hybrid car can use both electricity and gasoline.
Maps	Maps mean a picture or chart that shows the rivers, mountains, street, etc., in an area. We can find where many countries are on the map.
Memory	Memory means remembering what has been learned. He began to lose his memory as he grew older.
Pollution	Pollution means the process of making land, water, air, etc., dirty and not safe to use. The fish are dying from pollution in the river.

Travel Then and Now

<i>Word</i>	<i>Student-Friendly Definition</i>
Commuter	Commuter means one who travels between two places, usually home and work. Many commuters take the subway to work every day.
Fuel	Fuel means anything such as wood or gasoline that is burned for energy. My car takes 12 gallons of fuel to fill the tank.
Invent	Invent means to make something for the first time. Thomas Edison invented the phonograph.
Space shuttle	Space shuttle means a spacecraft made to carry astronauts and their equipment back and forth between the Earth and space. The space shuttle will launch from Cape Canaveral in Florida.
Trailer	Trailer means a very large metal container that can be pulled by a car or truck. People can live or work in a trailer. It can also be used to move things. We parked our trailer next to the lake for the summer.
Voyage	Voyage means a long trip by air, land, or sea or in space. The author of the story, wrote about many voyages in the South Seas.



A wealth of educational resources supporting academic success.

Find the tools you need for student success.

Introducing a new website from the Ayers Institute—
eduTOOLBOX.org.

Featuring instructional resources for educators in Tennessee and beyond, this unique online portal brings together hundreds of lessons, student activities, assessments, videos and professional learning materials across all subjects and grade levels.

Find teacher-created resources, former TNCore.org resources and more at **eduToolbox.org.**



Ayers Institute for
Teacher Learning & Innovation

