

TEACHING LITERACY IN TENNESSEE: UNIT STARTER GRADE K

Important Note: The unit starter provides the foundation for unit planning. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 5 for more guidance on planning for other components of the literacy block.

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

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

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

Earlier this year, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers, and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention. The department is committed to providing continued support to teachers and leaders in implementing this vision for literacy, which is why we are excited to release our second set of [Teaching Literacy in Tennessee: Unit Starters](#) for grades K-3.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for Teaching Literacy in Tennessee. They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The unit starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each unit starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: The ideas we want students to understand, not just recall, from deep exploration of our unit concept and the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.
Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part
Guiding Question Example: Why are roots important to plants?

The concepts for this set of unit starters were derived from the vertical progression of Tennessee's Life Science Standards and focus on plant and animal life. These standards are represented below. **Though strong connections are made to the science standards within the unit, it is critical to note that this unit starter does not encompass the totality of the identified science standards. The unit is not intended to replace instruction and hands-on application of the science standards and practices.**

Kindergarten (K.LS1)

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

Grade 1 (1.LS1)

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

Grade 2 (2.LS1)

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

Grade 3 (3.LS1)

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

Texts for Interactive Read Aloud & Shared Reading: Each unit starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the unit starter for most texts, however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.

Suggested Resources for Small Group & Independent Reading: The unit starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each unit starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each unit starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

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

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the unit starter by adding additional resources as appropriate to meet instructional goals and student needs.

In addition, teachers will need to plan for other components of the English language arts block. The unit starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context
 - Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the unit starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The unit starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.

Modeled, Shared and Interactive Writing

To prepare students for success on the daily and end-of-unit tasks in the unit starter, plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.

Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the unit starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

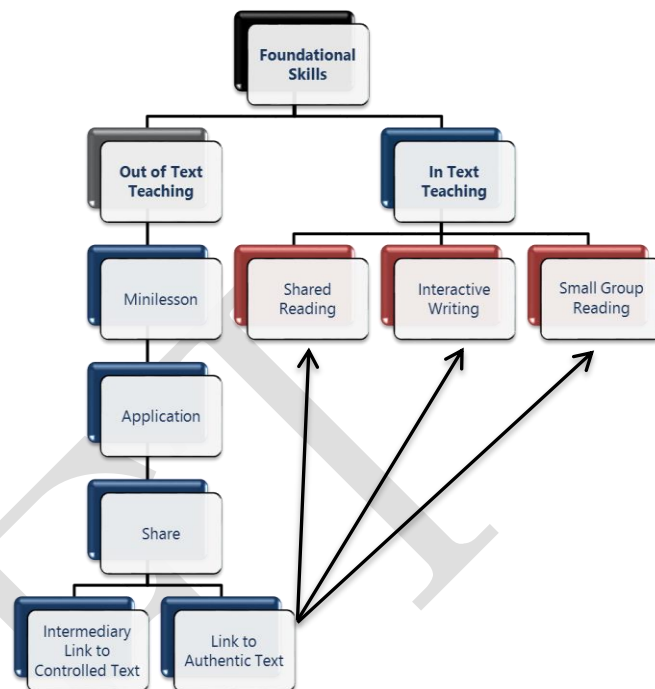
Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out of text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out of text and in text teaching.



Structures for Academic Talk & Collaboration

The unit starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

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

Texts for Interactive Read Aloud & Shared Reading

Each of the texts included in the unit starters can be purchased or accessed online or through a local library. A list of these texts is included in the unit starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group & Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The unit starters can be accessed digitally [here](#).

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

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

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

DRAFT

UNIT OVERVIEW

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

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

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

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

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

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

Universal Concept: Mutually Supportive Relationships

Unit Concept: Structures and behaviors of living things support mutual relationships.

Enduring Understandings: Living things have observable attributes.

Living things have different ways of meeting their needs.

Essential Questions: Why are living things different based on how they look and behave? Does a living thing's unique looks and behavior matter?

Disciplinary Understandings: Living organisms and non-living things have different characteristics. Plants and animals need energy to survive. Plants and animals have different structures that allow them to move, obtain energy, and air in different ways.

Guiding Questions: How are living and non-living things different from one another? What do plants and animals need to survive? How do plants and animals live and grow in different ways?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

End-of-Unit Task:

With prompting and support, students will use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts about the needs of living and non-living things.

Instructions:

Your neighbors are going on a vacation and need a responsible helper to take care of things in their home while they are away. Show that you will be able to take good care of their plants, animals, and things in their house by describing:

- what a plant would need and how it gets energy,
- what their cat would need and how it gets its energy, and
- what their mail would need.

Make sure to include how your neighbor's cat has needs that are different from their plants and their mail. Use details from the texts and/or anchor charts to support your thoughts.

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

Living or NonLiving (SR)

What's Alive? (IRA)

Is It a Living Thing (IRA)

Are You Living? (SR)

Are Trees Alive? (IRA)

Do You Know Which Ones Will Grow? (SR)

The Little Plant (SR)

Living Sunlight: How Plants Bring the Earth to Life (IRA)

Producers and Consumers (IRA)

Producers and Consumers-Poem (SR)

UNIT CONTENT GOALS

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

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



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



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

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

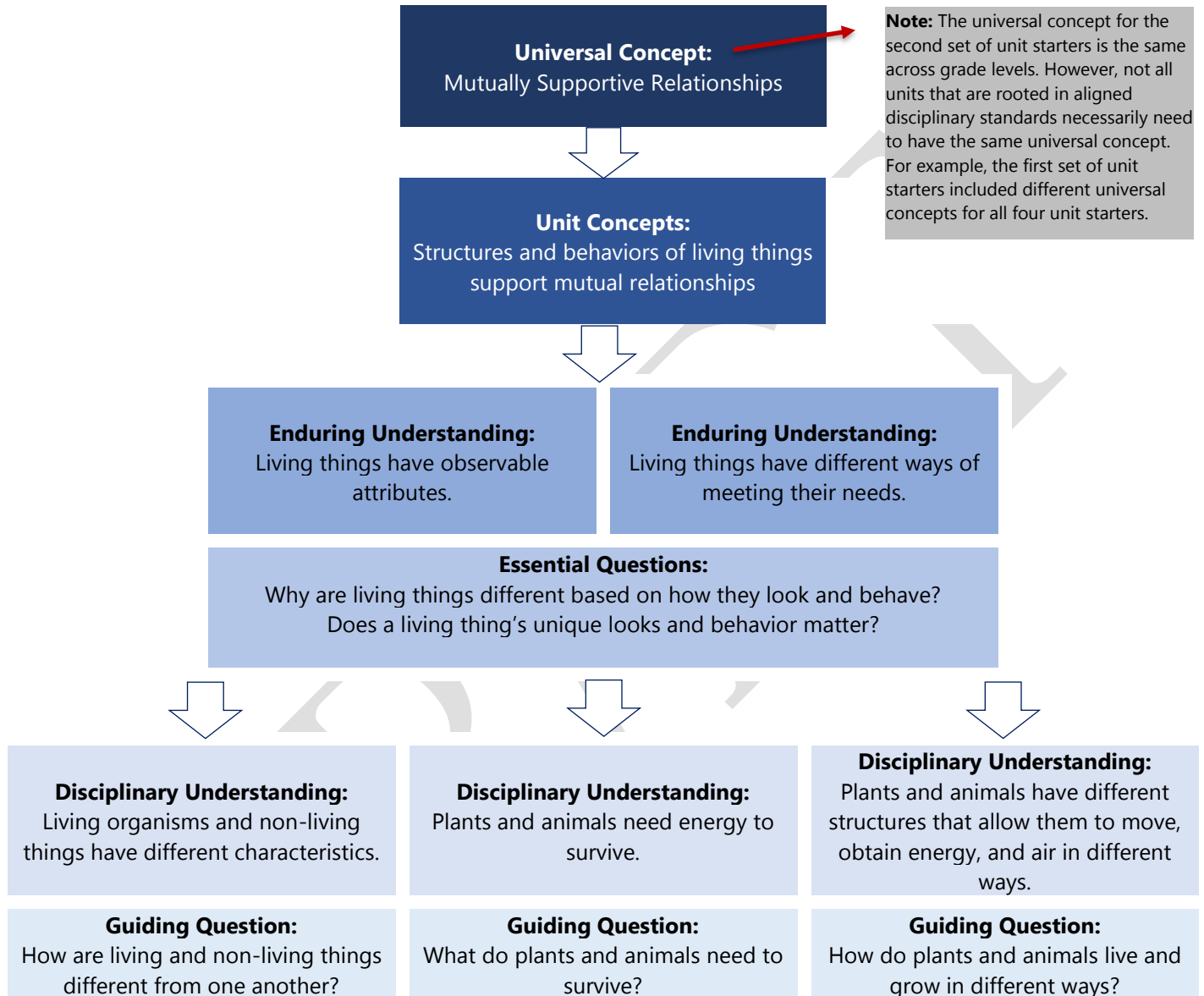


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding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

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

UNIT CONTENT GOALS

The diagram below shows the conceptual levels and questions that were considered during the development of this unit starter. The diagram below outlines the specific concepts and questions for the kindergarten unit starter.



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

UNIT STANDARDS

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

ALIGNED STANDARDS: INFORMATIONAL TEXT

- K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
- K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: LITERATURE

- K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in a text.
- K.RL.CS.5 Recognize common types of texts.
- K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
- K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

ALIGNED STANDARDS: WRITING

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

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

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

K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

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

ALIGNED STANDARDS: SPEAKING & LISTENING

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

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

K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.

ALIGNED STANDARDS: SCIENCE

K.LS1.1. Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gases).

K.LS1.2. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the unit starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this unit starter are appropriate for instruction closer to the end of the academic school year. Later in the unit starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>Living or Nonliving?</i> *Excluding the section, "Tiny Cells" on pages 6-7	Kelli Hicks
<i>What's Alive?</i>	Kathleen Zoehfeld
<i>Is It a Living Thing?</i>	Bobbie Kalman
<i>Are Trees Alive?</i>	Debbie S. Miller
<i>Are You Living?</i>	Laurie Purdie Salas
<i>Do You Know Which Ones Will Grow?</i>	Susan A. Shea
"The Little Plant"	Kate L. Brown
<i>Living Sunlight: How Plants Bring The Earth to Life</i>	Molly Bang & Penny Chisholm
<i>Producers and Consumers</i>	William Rice
"Producers and Consumers" *Poem is included on pages 58-59 of the unit starter.	Gay Grossman

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>Living or Nonliving</i>	Reading a-z
<i>A Dog for Sally</i>	Reading a-z
<i>Living and Nonliving Things</i>	Peep and the Big Wide World (PBS)
<i>Why Living Things Need Food</i>	Daniel Nunn
<i>Why Living Things Need Air</i>	Daniel Nunn
<i>Why Living Things Need Light</i>	Daniel Nunn
<i>Oscar and the Frog</i>	Geoff Waring
<i>How Plants Get Food and Water</i>	ReadWorks
<i>Kim's Hungry Pet</i>	ReadWorks
<i>Living Things Need Water</i>	Bobbie Kalman (Available on Getepic.com)
<i>I am a Living Thing</i>	Bobbie Kalman (Available on Getepic.com)
<i>Plants are Living Things</i>	Bobbie Kalman (Available on Getepic.com)
<i>Living and Nonliving Things: A Compare and Contrast Book</i>	Kevin Kurtz

UNIT VOCABULARY

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

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

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Disciplinary Understanding	Disciplinary Understanding	Disciplinary Understanding
Living organisms and non-living things have different characteristics.	Plants and animals need energy to survive.	Plants and animals have different structures that allow them to move, get energy and air in different ways.
<ul style="list-style-type: none"> · living · nonliving 	<ul style="list-style-type: none"> · energy · alive · sunlight · nutrients · fuel · store energy · habitat · soil · producers · consumers · disease 	<ul style="list-style-type: none"> · food chain · cells · exhale · chlorophyll · stomata · shoots · attracts
ADDITIONAL VOCABULARY TERMS TO EMPHASIZE DURING INSTRUCTION		
<ul style="list-style-type: none"> · explodes · creep · anchor · crown 	<ul style="list-style-type: none"> · sway · burst · sturdy · harsh 	<ul style="list-style-type: none"> · sprout · radiate

LIVING OR NON-LIVING? – READING 1, QUESTION SEQUENCE 1

TEXT		Note: In many cases, multiple question sequences are included for one text. These sequences intentionally build on each other in service of deepening students' analysis of the text and understanding of the unit's disciplinary and enduring understandings. Teachers may also decide to read the text in its entirety prior to asking questions.
Text: <i>Living or Nonliving?</i> *Excluding the "Tiny Cells" section on pages 6-7 Question Sequence: First Read Instructional Strategy: Shared Reading		
TEXT COMPLEXITY ANALYSIS		Note: Each instructional strategy has a different purpose. Interactive read aloud is a time for students to actively listen and respond to above grade level complex text. The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own. Shared reading is an interactive experience in which students join in the reading of an appropriately complex text with teacher support. Texts used for shared reading are texts that students can read with teacher support. The purpose of shared reading is to provide opportunities for students to practice their newly acquired foundational skills, develop reading fluency, and build knowledge. These texts should be chosen by considering students' current abilities and the pace at which they need to grow to end the year meeting or exceeding grade-level expectations.
QUANTITATIVE COMPLEXITY MEASURES		
420L		
QUALITATIVE COMPLEXITY MEASURES		
TEXT STRUCTURE	LANGUAGE FEATURES	
The text structure is slightly complex. The organization of the text is clear and the illustrations support the meaning of the text.	The language features are language features are slightly complex. The familiar vocabulary is bolded for emphasis and the text is composed of mainly simple sentences.	
MEANING/PURPOSE	KNOWLEDGE DEMANDS	
The purpose of the text is slightly complex.	The knowledge demands for this text are slightly complex. There is a single theme throughout the text and it is familiar to most students. There are no allusions to cultural elements within the text.	
DESIRED UNDERSTANDING(S) FOR THIS READING		
The purpose for this read is for students to gain an understanding of what makes something living or nonliving.		
Note: The desired understanding for each reading articulates the disciplinary or enduring understandings students will grasp and/or build on as a result of engaging with the text. The question sequence for each reading will draw students' attention to complex features of the text that will support or challenge students. Over the course of the unit, the desired understandings for each reading build intentionally on one another to provide a coherent learning experience for students. This coherence is also supported through the intentional sequence of texts.		

VOCABULARY WORDS

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

- energy (explicit)
- living (explicit)
- nonliving (explicit)
- sunlight (implicit)

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

DAILY TASK

Instructions:

The students will complete the writing task after reading *What's Alive?* Before the reading, the teacher will identify bolded words in the text and the students will pronounce, blend, and then count the syllables to aid in voice to print match during the reading. (K.FL.PC.1c, K.FL.PA.2b)

Title – living, nonliving

p. 11 – computer

p. 12 – breath

p. 14 – healthy

p. 18 – bloom

The students will echo read the text to build fluency. (K.FL.F.5)

EXEMPLAR STUDENT RESPONSE

N/A

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
4	How do we know if something is a living thing? Turn/Talk	Something is living if it needs food, water or air to survive.
4-5	Take a look at the illustration. The text says: 'Goats breathe in the fresh air as they look for a stream to get a drink of water.' Are the goats alive? How do we know?	The goats are alive because they are breathing in air as they look for water to drink.

8	How do plants like the daisies in the picture get their energy?	Plants get their energy from the sun.
12	How are people different from rocks? Turn/Talk Based on that, is a rock living or non-living?	People are different from rocks because people need air to breathe and rocks do not need air.
18	What other information does the author tell us about living things?	The other information we learn is that plants can move. They turn to face the sun and open their flowers to bloom.
21	Look at the illustration. Pick one thing that is not living. What did you pick and how do you know it's non-living? Turn/Talk	Answers could include: Paint, beach ball, book, sand shovel These things do not need food, air and water so they are not alive.

ALTERNATIVE SHARED READING OPTIONS

(Beginning of Year)

The Living Song

It is living!
It is living!
I know why!
I know why!
It eats and breathes and grows.
It eats and breathes and grows.
It's alive!
It's alive!

(Beginning of Year)

I Am Alive

I am alive.
I need food to grow big and strong,
I need water to drink all day long,
I need air to breathe when I run and play,
I need food, water and air every day.
I am alive!

by Ruth Lindsey

Note: The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take grade-level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the unit starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts with question sequences in this unit starter are appropriate for instruction closer to the end of the academic school year. However, as you see here, different texts may be more appropriate if this unit starter is used at a different point in the year.

WHAT'S ALIVE? - READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT

Text: *What's Alive*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD520

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The text is organized sequentially. It starts with asking readers if they are like a cat, a flower/trees, or a bird, and different ways you (the reader) are like these things. Then it explicitly states that some things are not alive, and all living things are alike in certain ways. Then it tells more about cats, birds, and trees/flowers; and it explicitly states how you can tell if something is alive or not. Text features are not used; and pictures are simple and don't necessarily add to the meaning.

LANGUAGE FEATURES

The language features are moderately complex. Even though conventionality is very complex with abstract ideas about what's living and non-living, and comparing a human to birds, trees/flowers, and cats, vocabulary and sentence structure are moderately complex. Some vocabulary might be unfamiliar such as feathered, energy (in this context), nutrients, and underside. Most sentences are simple and compound.

MEANING/PURPOSE

The purpose of the text is slightly complex. The title clearly identifies that the text is about what is alive. Many pages in text repeat the questions about how to determine if something is alive. Many pages in the text repeatedly tell how to decide if something is alive or not.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. Most of the subject matter relies on common, practical knowledge such as telling what cats, birds, and trees/flowers need and do that prove they are living things. However there are some abstract ideas related to how humans are also like these things. It may also be difficult for young readers to see that a stuffed animal isn't alive when they may feed that stuffed animal, and the stuffed animal may play with them. There are no references or allusions to other texts or outside ideas.

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose for this read is for students to gain an understanding of what makes something living or nonliving.

VOCABULARY WORDS

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

- alive (explicit)
- nutrients (explicit)

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

- Energy

DAILY TASK

Instructions: Draw a picture of one living thing we read about in our texts. Write one sentence that explains why it is a living thing. Draw a picture of a non-living thing. Write one sentence that explains why it is non-living.

DAILY TASK

A cat is a **living** thing because it needs food, water and air to grow.

A computer is **non-living** because it does not need food, water, or air.

Optional Station/Center Task: Have pictures of living and nonliving organisms for students to sort. Students will explain to their partner why they are living or nonliving.

EXEMPLAR STUDENT RESPONSE

A cat is a **living** thing because it needs food, water and air to grow.

A computer is **non-living** because it does not need food, water or air.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
9	In what ways are you different from a bird? How are you the same?	I am different from a bird because I do not have feathered wings and I cannot fly. I am the same as a bird because I need food, air and water to survive.
11	How are all living things alike? Why do all living things need water, food, and air? Turn/Talk	All living things are alike because they all need water, food, and air to live. All living things need food, water, and air to give them energy.
11	Our book says: "All living things need water and food and air. Living things use water and food and air to give them energy." What is energy? Why do living things need energy?	Energy is the ability to do work. Living things need energy to help them grow and move.
14-15	According to our text, are all animals living things? Explain why.	Yes. All animals are living things because they need food, water, and air to live.
16	The author says that plants and animals are both living things. What things do both plants and animals need in order to be alive? Turn/Talk	Plants and animals need water, air, and food to live.
18	The author says, "The seedlings grow roots. Roots take in water and nutrients from the soil. A nutrient is a substance that plants, animals, and people need to live and grow." Why would the seedlings need nutrients?	The seedling would need nutrients to grow flowers and leaves.
22	How do we know if something is not living?	Anything that never needs food, water, or air is not a living thing.
29	Explain how a living thing can become a non-living thing. Why can't non-living things die?	When a living thing stops needing food, water, and air it becomes a non-living thing. It dies. Non-living things cannot die because they were never alive.

LIVING OR NON-LIVING? - READING 2, QUESTION SEQUENCE 2

TEXT

Text: *Living or Nonliving?* *Excluding the section "Tiny Cells" on pages 6-7

Question Sequence: Second Read

Instructional Strategy: Shared Reading

DESIRED UNDERSTANDING(S) OR THIS READING

The purpose of this read is for students to understand how living things obtain energy while practicing fluent reading of high frequency words in connected text. (choral reading)

VOCABULARY WORDS

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

DAILY TASK

Instructions:

Before the reading, the students will review high frequency words they will see in text.

After choral reading the text, the students will highlight the high frequency words in the text and choral read the text again with the support of the teacher.

EXEMPLAR STUDENT RESPONSE

Exemplar response is on Day 2 Lesson Plan of *What's Alive?*

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
2	<p>Sometimes authors bold a word to let us know it is an important word. The word energy is bolded. What is energy? Let's look in the glossary to find out the meaning of the word energy?</p> <p>Teacher provide example of a sentence with energy in it.</p>	Energy is the ability to do work and be active without getting tired.
2	How do animals make energy?	Animals make energy by eating food.
8	Where do plants get their food and energy?	Plants use energy from the sun to make their food.
18	The caption on this illustration says: 'Sunflowers bend or turn towards the sun to catch the most sunlight.' What new information does this caption give us about how flowers are living things? Tell your partner why the flower turns towards the sun to catch the most sunlight."	The flower turns towards the sun to get energy so it can make food.

WHAT'S ALIVE? - READING 2, QUESTION SEQUENCE 2, DAILY TASK 2

TEXT

Text: *What's Alive?*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

DESIRED UNDERSTANDING(S)

The purpose of this second read is to help students understand how plants and animals obtain and use their energy differently.

VOCABULARY WORDS

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

- alive
- nutrients
- energy
- sunlight

DAILY TASK

Shared Writing: Teacher and students answer the question, How does a daisy gets its energy from the sun?

Exemplar response: A daisy uses the power of **sunlight** to make food out of air, water, and **nutrients**. A plant uses its **energy** to move and grow.
(The teacher calls on a student to draw a picture to match the sentences. The drawing will include a plant, soil, **sunlight**, and water.)

Instructions:

(Independent student work after shared writing)

Using a combination of drawing, dictating, and/or writing explain how a kitten gets its **energy** (food, water, air).

EXEMPLAR STUDENT RESPONSE

Exemplar student response:

A kitten gets its energy from food. It gets food from its mother when it is born. When it gets older, it can eat food and drink water from a bowl. It breathes in air through its nose.

(Drawing will include a kitten drinking water and eating food from a bowl.)

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
13	Describe how a kitten gets and uses its energy as it grows. Turn/Talk	A kitten gets its energy from its mother. As it gets older, it drinks water and eats from a bowl. Kittens use their energy by running, jumping, and playing.
15	Why are both baby birds and kittens living things? Do baby birds and kittens get their energy in the same ways? How do you know? Turn/Talk	Baby birds and kittens are both living things because they both need food, water and air to give them energy. A baby bird and a kitten both get their food from their parents when they are young. A kitten breathes in air through its nose but a chick breathes in air through small holes in its beak.
15	Do animals make their own food? What does the author want us to know about how animals get their food?	Animals do not make their own food. The author wants us to know that animals must get food from eating other living things.
18	"Our book says, 'Roots take in water and nutrients from the soil.' In your own words, tell your partner how the roots help plants get their food." and "How do the leaves of plants help it take in air or breathe?" Turn/Talk	Roots help plants get their food by taking water and nutrients from the soil. The leaves of plants have tiny holes that take in air to help the plant breathe.
20	In what ways does sunlight help a plant?	Sunlight helps a plant make food out of air, water and nutrients.
20	How do plants and animals get their energy in different ways? Turn/Talk	Plants make their own food and animals have to eat other living things in order to get food.

IS IT A LIVING THING? - READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT

Text: *Is It a Living Thing?*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

470L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex and include graphics that directly support the understanding this text (i.e., labels, diagrams).

LANGUAGE FEATURES

The language features are very complex. The use of unfamiliar domain-specific vocabulary may present challenges (i.e., food chain, cells, life cycle). The text is composed of mainly simple and compound sentences.

MEANING/PURPOSE

The purpose is very complex and asks students to understand that living things have specific characteristics and these characteristics can be the same among all living things (require energy to survive, have a life cycle, are made up of cells), but they can also differ (humans breathe through their lungs while frogs breathe through their skin, different animals require different habitats depending on their specific needs).

KNOWLEDGE DEMANDS

The knowledge demands are very complex for this text which includes moderate levels of discipline-specific information. The concept that living things have specific characteristics that make them different than non-living things is abstract and may be challenging for Kindergarten students to grasp.

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of this read is for students to gain a deeper understanding of the characteristics of living things – living things are made of up of cells, take in energy in unique ways, and experience a life cycle.

VOCABULARY WORDS

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

- food chain (embedded)
- cells (explicit)
- habitat (embedded)
- adult (explicit)
- life cycle (explicit)

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

- energy
- alive

DAILY TASK

Instructions:

We have just learned that **living** things have some specific characteristics that are different from **non-living** things (made up of **cells**, take in **energy** through different ways, and experience a **life cycle**).

Draw a picture of a **living** thing and label its characteristics. Dictate/write a sentence describing one or more of its characteristics.

EXEMPLAR STUDENT RESPONSE

Drawing will show a plant that has little dots for **cells**.

Sentence: A plant is a **living** thing and is made up of tiny **cells**.

OR

Drawing will show a puppy, a bigger puppy, and then an adult dog.

Sentence: A dog is a **living** thing and has a **life cycle**. It starts out as a puppy then grows into an **adult** dog.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Cover	Thinking back to what we learned yesterday, [MA1] turn and tell your partner whether the things on the front cover of our book are living or non-living and explain why.	Both the frog and the mushroom are living things. The frog is living because it eats food and drinks water. The mushroom is living because it gets its energy from the sun.

4 and 5	What makes the dolphins and the boy different from non-living things?	They move. They grow and change. They need air, water, and food. They eat and sleep.
8 and 9	Why can't living things live without non-living things? Turn and whisper to your partner. Give one example of how living things need non-living things to survive."	Living things need non-living things to survive. Examples to listen for: non-living things provide living things... air water
11	How is energy passed from one living thing to another, like from the plants to the groundhog in the picture? According to our book, what is this called?	The plants get energy from the sun and the groundhog gets energy from eating the plants. This is called a food chain.
12	How do people and animals breathe air differently?	People breathe through their lungs. Animals can breathe in other ways, like fish breathe through their gills and frogs can even breathe through their skin. Plants breathe through tiny holes.
14	What three things do most plants have?	Roots, leaves, and stems.
20 and 21	What is a habitat? Why is it important for living things to have a habitat?	A place where a plant or animal lives. That's where they get the food and water they need to survive.
22 and 23	What do we call animals that are fully grown? Is the chick coming out of its egg (picture p. 22) a baby or an adult	We call them adults. It is a baby.

ARE YOU LIVING? - READING 1, QUESTION SEQUENCE 1

TEXT

Text: *Are You Living?*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

500L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The structure of this text is slightly complex and the intent of presenting it as a song makes it easier to predict. Some moderately complex text features exist and are presented as informational sections throughout the book. These are considered supplementary for this particular read.

LANGUAGE FEATURES

The language features of this text are moderately complex with primarily familiar vocabulary (not including informational sections outside of this read). The text is composed of mainly simple sentences.

MEANING/PURPOSE

The purpose of this text is moderately complex. Levels of meaning are mostly explicit, but it may be hard for kindergarten students to determine the implied connections between living things and their specific characteristics.

KNOWLEDGE DEMANDS

The knowledge demands of this text are moderately complex. Much of the knowledge presented is considered practical, with some discipline-specific demands. Students should enter this text knowing that things are either living or not.

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of this read is for students to build fluency while developing a deeper understanding of living things and their specific characteristics, specifically that living things move and grow.

VOCABULARY WORDS

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

- energy

DAILY TASK

Instructions:

Students will echo read the text and answer questions / discuss new and ongoing learning related to living things, in particular, the specific needs and characteristics of living things.

Additional fluency opportunity: Consider writing text/song lyrics on chart paper.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
3	The author tells us to “watch” around us to see what a living thing is. She told us to ask ourselves three different questions. Do you remember them? (prompting and support may be necessary)	Does it move? Does it grow? Can it make more of itself?
8 and 9	Look at the illustration on these two pages. What living things do you see that are <i>growing</i> ?	girls sunflowers
12 and 13	Look at the illustration on these two pages. What living things do you see on that are <i>moving</i> ?	children horses trees / grass/ plants ladybug birds
14 and 15	Think back to the last few books we’ve read that taught us the ways that living things get their energy. Look at this illustration of the girl and her kitten. Turn to your partner and tell him/her how this girl is providing <i>energy</i> for her kitten? What in the text helps you know that? Explain why it must have this energy to survive.	She is feeding it / through its food. Without food, the kitten would die.

16 - 19	<p>We have learned that humans and animals are both living things, and humans are like animals in many ways: they eat, drink, and sleep. But, they are different in some ways too. What did we read in the text that shows us how humans and animals are different? What other ways are humans different than other animals?</p>	<p>Humans:</p> <ul style="list-style-type: none"> · watch TV · cry · think · read books · have feelings · wear clothes and shoes <p>Most animals:</p> <ul style="list-style-type: none"> · need someone to take care of them...feed them and give them shelter. · don't wear clothes · don't go to school
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DRAFT

ARE TREES ALIVE? - READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT

Text: *Are Trees Alive?*

Question Sequence*: First Read

**This question sequence is adapted from [Achieve the Core](#)*

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

640L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is Moderately complex. Connection between human life and tree life are implicit; organization is evident and in a straightforward manner. Pictures depict different cultures, parts of the world, and trees indigenous to those areas.

LANGUAGE FEATURES

The language features are Moderately complex. The text is explicit and easy to understand with some occasions for more complex meaning. A few multiple meaning words and complex sentences. Personification on the last pa

MEANING/PURPOSE

The purpose of the text is Slightly complex. Explicitly compares the life and functions of a tree to a human

KNOWLEDGE DEMANDS

The knowledge demands for this text are Moderately complex. Relies on common practical knowledge and some discipline-specific knowledge of the human body structure and trees. Includes a mix of simple and more complicated idea.

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose for this read is for students to compare how trees and humans have similar structures and functions and that both are living things.

VOCABULARY WORDS

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

- anchor, crown, attracts, stomata-explicit
- minerals, sturdy, harsh, harvested, sway, sprout, sapling, burst-embedded

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

- energy, alive, sunlight, living

DAILY TASK

Instructions: Students will draw a picture of a human and a tree. Then label how a human and a tree get water, take in air, spread nutrients inside the body, and help other living things grow.

EXEMPLAR STUDENT RESPONSE

Students' drawings should contain a picture of a human drinking water and eating; as well as, a picture of a tree getting water from rain or a human watering it. Students should also label the necessary parts of their drawing. (EX. mouth, food, water, breathe, air, soil, rain, sun, etc.)

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pgs. 1-2	Turn and Talk: Use the text to explain why the roots of the tree are important for the tree to live and grow? How are roots similar to an anchor on a ship?	The roots anchor a tree by keeping it in the ground and helping the tree get water and minerals from under the soil. It is similar to a ship's anchor because it holds the tree in place like a ship's anchor holds it in place in the water.
Pgs.9-10	What makes up the crown of a tree? Why is it important for the leaves to be at the top of the tree?	The leaves on the very top of the tree make up the crown. It is important for the leaves to be at the top of the tree so they can gather sunlight.
Pgs.11-12	Our book says: "leaves breathe for the tree." What does the author mean when they say this? How is the way we get our air different from	We get our air by breathing through our noses. Trees get their air through the

	how trees get their air?	leaves. The leaves breathe through the tiny pores called stomata.
Pgs. 13-14	Turn and Talk: Why does the tree carry sap?	The tree carries sap so it can get minerals from its food throughout the tree.
At the end of the book	We have seen pictures of trees during winter, spring, and autumn /fall. Which season is left? How do trees look in the summer?	The remaining season is summer. In the summer, trees have green leaves and sometimes fruit.

DRAFT

DO YOU KNOW WHICH ONES WILL GROW? - READING 1, QUESTION SEQUENCE 1

TEXT

Text: *Do You Know Which Ones Will Grow?*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

370

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. The organization of this text is clear, chronological, and easy to predict. Students will use prediction skills to predict if each object will or will not grow due to being living or non-living. No use of graphics, however, the illustrations directly support the understanding of the text.

LANGUAGE FEATURES

The language features are moderately complex. The conventionality is explicit, literal, and easy for students to understand. The vocabulary is mostly contemporary and familiar, but there may be some unfamiliar words (rig, plow, kid, kit). The sentence structure is a mixture of simple and compound sentences. Some complex structures, including commas, ellipses, and sentences carry over two or more pages.

MEANING/PURPOSE

The purpose of the text is slightly complex. The meaning and theme is obvious (is it living or non-living) and revealed early in the text.

KNOWLEDGE DEMANDS

The knowledge demands for this text are slightly complex. Life Experiences: Explores a single theme (living or non-living). The experiences in the text are common to most readers. There are no references to other texts or cultural elements.

DESIRED UNDERSTANDING(S) FOR THIS READING

Students will solidify their understanding that living things grow and change and non-living things do not grow.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis. There are some terms in this text that students may be unfamiliar with, including cub, kid, calf, kit, and joey. All of these words can be addressed through embedded or implicit vocabulary instruction.

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

Living
Non-living

DAILY TASK

Instructions: The teacher will read aloud the text and students will cloze read the rhyming words. Students will fill in the word that the teacher does not read with the correct rhyming word. (Ex. If a cub grows and becomes a bear, can a stool grow and become a ____?) Students would respond with the word "chair."

Students can also practice identifying sentences that end with a question mark versus a period.

EXEMPLAR STUDENT RESPONSE

If a cub grown and becomes a bear, can a stool grow and become a ____? Students would correctly fill in the blank with the word "chair."

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
All pages	Do you know which ones will grow? How do you know? Are they living or non-living?	Students will either answer "yes" or "no" to identify if the objects in the book will or will not grow. They will use the language of "living" or "non-living" to tell why or why not each object can or cannot grow.

ARE TREES ALIVE? – READING 2, QUESTION SEQUENCE 2, DAILY TASK 5

TEXT

Text: *Are Trees Alive?*

Question Sequence*: Second Read

**This question sequence is adapted from [Achieve the Core](#)*

Instructional Strategy: Interactive Read Aloud

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of reading this text is for students to understand that both trees and humans have life cycles and similar needs but satisfy them in different ways.

VOCABULARY WORDS

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

- attracts

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

- anchor, crown, attracts, stomata-explicit
- minerals, sturdy, sway, harsh, sapling, harvested, sprout, burst -embedded

DAILY TASK

Instructions: Using the labeled illustrations from yesterday and the anchor chart we made, illustrate and write 1 or 2 ways people and trees satisfy these needs in different ways.

EXEMPLAR STUDENT RESPONSE

People and trees are alike because they are both living things and need air. Trees use their leaves to breathe and people breathe air through their noses.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before beginning the story.	Why do you think the author and illustrator added the map on the inside covers of the book; as well as, the glossary of the trees?	The map is to show you the location of different types of trees. The glossary will help you learn about different trees.
Before beginning story	Turn and Talk: Are trees living or non-living? How do you know?	Trees are living because they need food, water and sunshine to survive.
Pg. 11-12, 15-16	Turn and Talk: Look at the pictures of the trees on pg.11-12 and 15-16. What is similar or the same about these trees? What is different about these trees?	Both trees have leaves; the weeping willow leaves are slender and small, while the banana leaves are large. Some trees give fruit and other do not.
Pg. 15-16	According to the text, how do animals and plants help each other? Why is this important if they depend each other? How does this effect humans?	The trees provide nectar and pollen for animals to feed on. Animals help spread the pollen so trees can make seed and grow fruits. If animals didn't spread the pollen then trees could not make seeds and grow fruits. Humans depend of fruits for food to survive.
Pgs.23-24	What does the author mean when she says, "leaf buds swell on the branches" and "burst with new life"?	The trees are beginning to get leaf buds and blossoms because it is spring and they woke up from their sleep in the winter. This happens quickly.
Pg. 25-26	Are the trees really having a picnic? Are the leaves making food the same way your mom makes food? How do leaves make food? Why did the author say things this way?	No, the trees are not having a picnic like people do. The author is giving human qualities to the tree to keep the text interesting to the reader.
Pg. 25-26	Why did the author say things this way? When authors give human qualities to things that are not human, this is called personification.	The author is giving human qualities to the tree to keep the text interesting to the reader.

"THE LITTLE PLANT" – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT

Text: "The Little Plant"

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

N/A

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is moderately complex. The organization of the text is evident and generally sequential.

LANGUAGE FEATURES

The language features are very complex. The poem contains personification and some unfamiliar vocabulary phrases. The sentence structure contains complex constructions, abstract and complex phrases.

MEANING/PURPOSE

The purpose of the text is very complex. The purpose is subtle but easy to infer. It is more abstract than concrete.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. It relies on common practical knowledge and some content-specific knowledge of plants. It includes simple and abstract ideas.

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of this read is for students to understand where plants come from and work on key phrases.

VOCABULARY WORDS

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

"heart of a seed" (Embedded)
creep (Implicit)
"rose to see" (Embedded)

DAILY TASK

Instructions: The teacher will read aloud this poem first, and then students will practice fluency by echo reading. (K.FL.F.5a)

After reading and discussing what certain phrases mean, students will illustrate their copy of the poem to show what each phrase means to help with comprehension.

EXEMPLAR STUDENT RESPONSE

Next to the phrase "In the heart of a seed," students will illustrate a picture of a seed and draw an arrow to the center of the seed.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before reading	<p>Turn and talk: What do you notice about this piece of text compared to the other texts we have read?</p> <p>After turn and talk, the teacher will explain that this type of text is poetry (if this has not already been introduced).</p>	It is shorter than a book. It doesn't have a lot of pages. The lines are short. Some of the lines have rhyming words.
In the heart of a seed	<p>What does the author mean when she says, "In the heart of a seed?" Where is the heart of a seed?</p> <p>Turn and talk</p>	The heart of a seed is the middle of the seed on the inside.
<p>A dear little plant</p> <p>Lay fast asleep</p>	Why is the plant asleep?	The plant is not ready to sprout above the ground.

And creep to the light	<p>What does it mean for something to "creep"?</p> <p>Why did the poet write, "And creep to the light"?</p> <p>Think back to the text we read, <i>Living Sunlight</i>. If we think about what we learned plants need in that text, why is it important for plants to creep to the light?</p>	<p>A plant would creep to the light as it pushes its way out of the soil and above the ground. The author uses the word "creep" because plants sprout slowly.</p> <p>Plants have to creep to the light because they need sunlight to make their own food. In <i>Living Sunlight</i>, we learned that plants use sunlight to make their own food, or energy.</p>
And it rose to see	What does the phrase "rose to see" mean in this line?	Rose to see means the plant got up; it finally sprouted.
<p style="text-align: center;">The Little Plant (from the "Plant Baby and Its Friends")</p> <p style="text-align: center;"> "In the heart of a seed, Buried deep, so deep, A dear little plant Lay fast asleep. 'Wake,' said the sunshine, 'And creep to the light.' 'Wake,' said the voice Of the rain-drops bright. The little plant heard And it rose to see What a wonderful Outside world might be." </p>		

LIVING SUNLIGHT: HOW PLANTS BRING THE EARTH TO LIFE - READING 1, QUESTION SEQUENCE 1, DAILY TASK 7

TEXT
<p>Text: <i>Living Sunlight: How Plants Bring The Earth To Life</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
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QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The connections between ideas and processes are explicit and clear. There are not text features. The graphics and pictures are simple and unnecessary to understanding the text.	The language features are moderately complex. Although the vocabulary is fairly complex language that is sometimes unfamiliar, subject specific or overly academic, the conventionality is explicit, literal and straightforward. The sentence structure is primary simple and compound sentences with some complex constructions.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The purpose of the text is slightly complex. It is explicit, stated, clear, concrete, narrowly focused.	The knowledge demands for this text are moderately complex. The subject matter relies on moderate levels of discipline specific knowledge with a mix of recognizable ideas and challenging abstract concepts; however, it has few references to other texts or outside ideas and theories.

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose for this read to is analyze the vocabulary and illustrations that the author used to comprehend the meaning of the text.

VOCABULARY WORDS

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

- explodes embedded
- "break apart the water" implicit
- "pulse with my light" implicit
- "built with sugar" implicit
- exhale-embedded
- chlorophyll-embedded

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

- energy, sunlight, living things

DAILY TASK

Using a flip book template, pretend you are the sun and explain how plants, animals and humans need your energy to survive.

EXEMPLAR STUDENT RESPONSE

Students will draw a picture on the top part of the flip book and then students will write their response inside the flip book.

(picture of a plant)	(picture of an animal)	(picture of a person)
<p><u>plants</u></p> <p>The green leaves on plants catch the sun's energy.</p>	<p><u>animals</u></p> <p>Animals eat plants to get the sun's energy.</p>	<p><u>humans</u></p> <p>Humans get the sun's energy from the plants they eat.</p>

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
After pg.6	Who is telling the story? How do you know?	The sun is telling the story. The author uses the word "I" when he writes "I am your sun" and throughout the story. The author also says "my light" on pg. 2.
Pg. 7	Listen to the phrase "pulse with my light". What does the author mean when she says that?	The author means beat with my light-like a heartbeat beating to keep you alive.
After pg. 8	Turn and Talk: What do the tiny yellow dots represent? Why did the illustrator use the tiny yellow dots in the illustrations?	The tiny yellow dots are the energy from the sun. The illustrator uses the dots to show how energy goes from the sun to the living thing.
After pg. 8	What do the tiny yellow dots tell us about the sun's energy?	The sun's energy is in all living things.
Pg.10	Listen to the phrase, "break apart the water". What does the author mean when he says that? What is another meaning for the word break?	Break apart the water means to separate the water into two parts. The other meaning for the word break is crack or split like you break a glass.
After pg. 10	Look at the illustrations. Why do you think the roots have blue in them? What are they showing us?	The roots have blue in them to represent water. It is showing us that roots suck up water. (The water is needed to make sugar.)
After pg. 11	Why are there black and white dots in this illustration? What is this showing us?	This is showing us how they breathe in the CO ₂ from the air.
Pg.12-13	Listen to the phrase, "built with sugar." What does the author mean when he says that?	Built with sugar means it is made from sugar when plants make their parts using air and water.

"THE LITTLE PLANT" – READING 2, QUESTION SEQUENCE 2

TEXT

Text: "The Little Plant"

Question Sequence: Second Read

Instructional Strategy: Shared Reading

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of this read is for students to understand what the little plant needed in order for the seed to grow and turn into a plant.

VOCABULARY WORDS

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

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

DAILY TASK

Directions: Students will practice fluency by choral reading the poem and highlighting the needs of a plant. (K.FL.F.5a)

Students will highlight high frequency words found within the poem, either on individual copies, or whole group, if the poem is projected for all students to see. (HFW: in, the, a, and, to, be)- (K.FL.PWR.3c)

Students can also highlight rhyming words found within the poem, either on individual copies, or whole group, if the poem is projected for all students to see.

EXEMPLAR STUDENT RESPONSE

N/A

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
After choral reading	<p>Where do you notice all of the rhyming words are?</p> <p>Can you name two sets of rhyming words you heard?</p> <p>The teacher can use this as an opportunity to explain that one pattern of poems is for the rhyming words to appear at the end of lines.</p>	All of the rhyming words are at the end of each line.
"Wake," said the sunshine, "And creep to the light"	Why is the sunlight talking to the plant?	Plants need sunlight in order to grow.
"Wake," said the voice of the raindrops bright.	<p>Who else is telling the plant to "wake?"</p> <p>Why does the plant need the raindrops? (Turn and talk)</p>	The rain drops are telling the plant it is time to wake up. The rain drops give the plant the water it needs to grow.

**LIVING SUNLIGHT: HOW PLANTS BRING THE EARTH TO LIFE - READING 2, QUESTION SEQUENCE 2,
DAILY TASK 8**

TEXT

Text: *Living Sunlight: How Plants Bring The Earth To Life*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of reading this text is for students to understand that energy from the sun is necessary for life on Earth.

VOCABULARY WORDS

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

- none

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

- explodes
- exhale
- chlorophyll
- energy
- sunlight
- living things

DAILY TASK

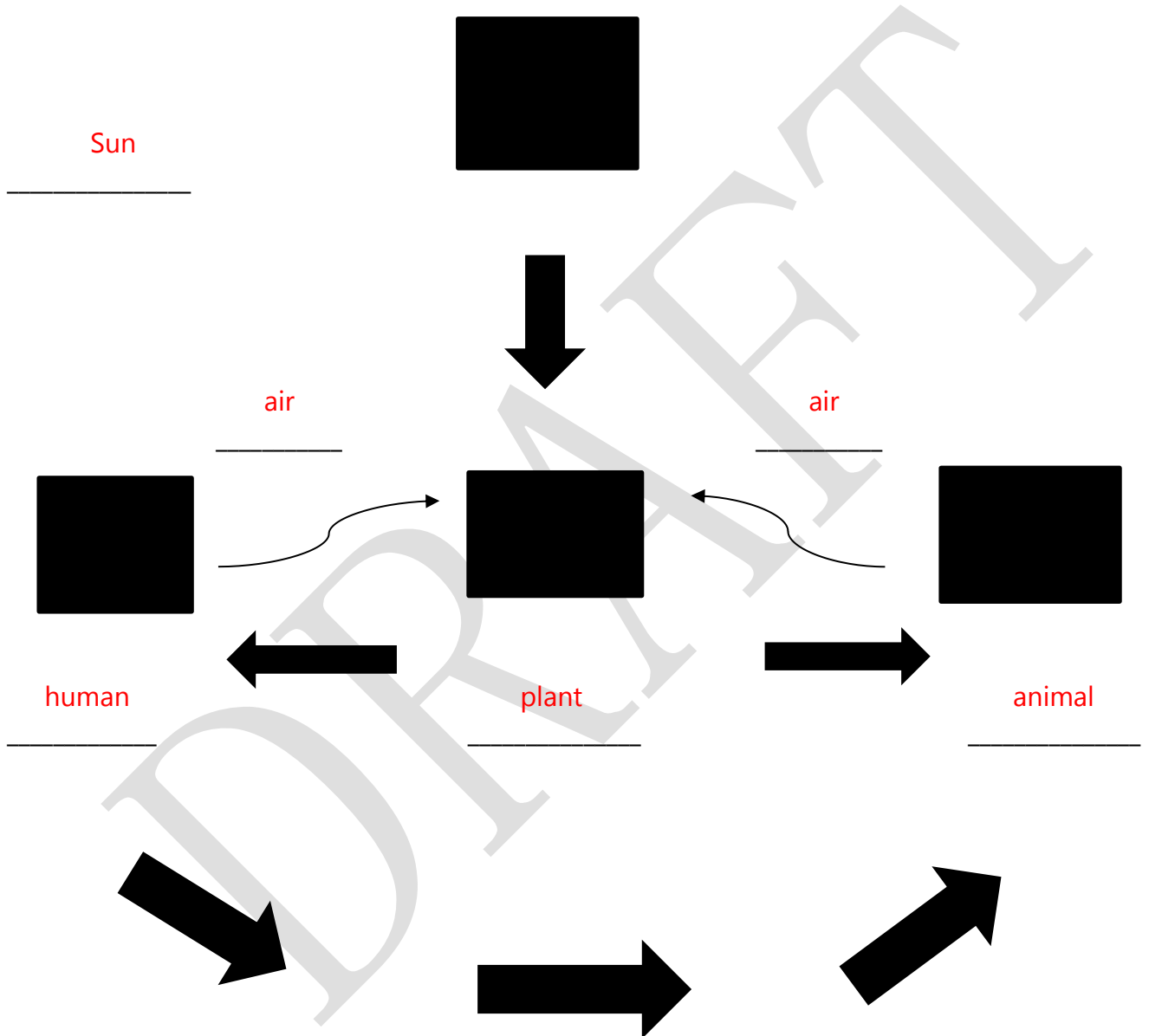
Instructions:

Students will complete a graphic organizer with their teacher whole group which shows the relationship humans and animals share with the sun and plants that enable them to survive on Earth. After the graphic organizer is completed, the students will write to explain this process in their own words. Students will then work with a partner and read their work to each other. As a pair, they will verbally explain to their teacher the relationship humans, animals, plants and the sun must have in order to survive.

EXEMPLAR STUDENT RESPONSE

(Students' graphic organizer should include pictures and labels of the sun, plants, and people and animals eating plants.)

The sun gives energy to plants and people and animals get energy from plants when we eat them. Plants use the air we breathe to make more plants for us to eat.



PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
After pg.4	Where does the sun's light go?	It goes into outer space and to planet Earth.
After pg.6	How does the sun impact the earth?	It warms our land and seas, melt glaciers, and create winds.
After pg. 10	Where do plants get their energy? Do plants use the energy from the sun to grow?	Plants get energy from the sun. There green leaves catch energy with their chlorophyll. Plants also use the energy from the sun to break apart the water they take in from their roots and make sugar. (Photosynthesis)
After pg. 14	What do plants do with the sugar it makes from energy from the sun?	Plants build all their parts (i.e., leaves, stems, juice, seeds, fruits, and flowers).
After pg. 18	Turn and Talk: Since people and animals don't have leaves, how does our book say humans and animals get their energy from the sun?	People and humans eat plants. They get energy from the sun that is inside the plants.
After pg. 22	Turn and Talk: What would happen to people and animals if there were no plants?	People and animals would die if there were no plants. They could not get energy from the sun.
After pg. 24	How do people and animals help plants to survive?	When people and animals exhale they breathe out carbon dioxide that plants use to build more sugar or food.
After pg. 26	Turn and Talk: Explain what would happen to living things if there was no sun? How does the sun, plants, and animals/humans support each other?	Living things like people, plants, and animals would die without the sun. The sun gives energy to plants, and we get energy from plants when we eat them. Plants use the air we breathe to make more food.

"THE LITTLE PLANT" - READING 3, QUESTION SEQUENCE 3

TEXT

Text: "The Little Plant"

Question Sequence: Third Read

Instructional Strategy: Shared Reading

DESIRED UNDERSTANDING(S) FOR THIS READING

The purpose of this read is for students to understand how the plant changed from the beginning of the poem to the end.

VOCABULARY WORDS

The following words will be reinforced during this reading:

nutrients
sunlight

DAILY TASK

Instructions: Students will practice their fluency by partner and/or independent reading this poem. (K.FL.F.5a)
Students will highlight ending punctuation. (periods- K.FL.SC.6i)

EXEMPLAR STUDENT RESPONSE

N/A

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
The little plant heard and it rose to see	How did the plant change from the beginning of the poem to the end?	In the beginning of the poem, the plant was asleep under the ground. By the end of the poem, the plant was ready to grow and sprout.

After reading	<p>Using what we have learned and evidence from the poem, turn to your partner and prove that the little plant is a living organism.</p> <p>(Teacher can prompt partners: Partner A: Ask your partner, "Why the little plant is a living organism?" Partner B: Use evidence to prove why it is living- "The little plant is living because..." Partners will switch roles).</p>	<p>The little plant is living because it is growing and moving toward the sunlight. The little plant is growing towards the sun to get the energy it needs to make its own food.</p>
After reading	<p>What caused the plant to finally rise to see the outside world? (Think, pair, share)</p>	<p>The plant was ready to rise from under the ground when it had enough nutrients from the sunlight and rain.</p>

PRODUCERS AND CONSUMERS - READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT

Text: *Producers and Consumers*

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

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QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is very complex. The connections between ideas and events is clear; however, the organization of the text requires discipline-specific traits.

LANGUAGE FEATURES

The language features are very complex. The vocabulary is fairly complex, including subject-specific and academic words students may be unfamiliar with (producers, radiates, tissues, consumers, minerals, nutrients, herbivores, carnivores, scavengers, omnivores). The sentence structure contains a mixture of simple and complex sentences.

MEANING/PURPOSE

The purpose of the text is slightly complex. The title states the purpose clearly; the text contains information about producers and consumers. Each section clearly expands on the topic stated within the title.

KNOWLEDGE DEMANDS

The knowledge demands for this text are slightly complex. There is a single topic throughout the text that support the information in the text.

DESIRED UNDERSTANDING(S) FOR THIS READING

The desired understandings for this reading is to learn more about how plants receive and use the sun, and how plants receive their energy and how that is different from how animals get their energy (by eating).

VOCABULARY WORDS

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

Radiate (Explicit)
Absorb (Explicit)
Consumer/Consume (Embedded)
Fuel (Embedded)
Producers/Produce (Embedded)

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

DAILY TASK

Pretend you are a plant. Write a letter to another plant explaining how you get your energy and how that is different from how an animal gets its energy.

EXEMPLAR STUDENT RESPONSE

Dear Rose,

We are plants. The sun **radiates** energy, and we **absorb** it through our shoots. We use our roots to **absorb** energy from the soil. Animals are different. They get their energy by eating things. Look at the bear over there. He is eating berries. The berries are his energy.

Your friend, Bean.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Read all of pages 7-9 for enjoyment.	Our text says, "The sun is key. Its energy is the fuel in the cycle." How does the sun fuel or give energy to other living things on earth? Think back to what we read in our other book, <i>Living Sunlight</i> . (You can reread sections of <i>Living Sunlight</i> if needed.)	The sun has rays. The rays show how the sun radiates to give energy to plants.

Read page 7 again.	Then, on page 7: According to our book, what is a producer? Would a producer be living or non-living? What is a consumer? Would a consumer be a living or non-living thing?	A producer makes its own energy or fuel. A producer is living. A consumer takes energy in from other things. A consumer is living.
After finishing the line, "They also make their own fuel that powers all this growing."	How do plants use energy they get from the sun? (Reread the appropriate section if needed.)	Plants use this energy to grow. Plants use the sun's energy to make their stems (trunks, branches, leaves, flowers, fruits).
Reread the "Studying Systems" box at the bottom of page 13.	Where do the nutrients, water, and soil go?	They go into the plant. They flow into the plant. (If needed, explain "absorb" and "flow")
Reread the section and illustrations on page 10.	How do plants get energy from the sun? How do you know?	The shoot part of the plant is above the ground, so it can get the energy from the sun. I know because I can see the shoot is above the ground near the sun.
Look at the illustration on page 9. Point to the sun and to the lines called rays coming out from the sun. Reread paragraph 3.	How does the illustration of the sun help us to understand what it means for the sun to radiate or send out energy?	The rays or lines coming out from the sun show us the energy that the sun gives to the earth.
Skip to page 16, "Getting Energy". Ask this question after the last line in paragraph 2.	How do animals get their energy in a different way than plants? Why?	Animals eat plants. They eat other animals. Plants get their energy using their shoots and roots. Animals do not have shoots and roots.

"PRODUCERS AND CONSUMERS" - READING 1, QUESTION SEQUENCE 1

TEXT

Text: "Producers and Consumers" (*unknown author*)

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

N/A

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. Though it is not chronological, the poem repeats each line.

LANGUAGE FEATURES

The language features are slightly complex. All terms will be familiar to most students. The newer words will be producers and consumers.

MEANING/PURPOSE

The purpose of the text is slightly complex. The purpose is explicitly state in the title and repeated throughout the poem.

KNOWLEDGE DEMANDS

The knowledge demands for this text are slightly complex. Any new information is explained and repeated.

DESIRED UNDERSTANDING(S) FOR THIS READING

The desired understanding for this reading is for students to practice echo or choral reading of the text, notice important features of the poem, and build on their understanding of how living things obtain energy.

VOCABULARY WORDS

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

Producers (Embedded)
Consumers (Embedded)
Soil (Implicit)

The following words will be reinforced (they were previously introduced in earlier texts/readings) in this reading:
Producers, Consumers, Soil

DAILY TASK

There is no specific daily task for this shared reading.

EXEMPLAR STUDENT RESPONSE

N/A

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
<p><i>Echo read each line of the poem.</i></p> <p>After the first stanza, tell students that producers make their own food.</p>	<p>What do plants need in order to produce their own food or energy?</p>	<p>Plants need water, sunlight, and good soil.</p>
	<p>"Producers and Consumers"</p> <p>(Sung to Frere Jacques)</p> <p>Plants are producers.</p> <p>Plants are producers.</p> <p>They make their own food!</p>	

	<p> They make their own food! They need water, sun, and good soil. Water, sun, and good soil, They can grow! They can grow! </p> <p> Animals are consumers. People are consumers. We all need plants! We all need plants! Grains, and fruits, and veggies. Grains, and fruits, and veggies. Then We can grow! Then We can grow! </p>	
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END-OF-UNIT TASK

END-OF-UNIT TASK

With prompting and support, students will use a combination of drawing, dictating, and/or writing to compose a narrative text about the needs of living and non-living things.

Instructions:

Your neighbors are going on a vacation and need a responsible helper to take care of things in their home while they are away. Show that you will be able to take good care of their plants, animals, and things in their house by describing:

- what a plant would need and how it gets energy,
- what their cat would need and how it gets its energy, and
- what their mail would need.

Make sure to include how your neighbor's cat has needs that are different from their plants and their mail. Use details from the texts and/or anchor charts to support your thoughts.

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

STUDENT RESPONSE

Illustration: (Students will draw and label their plan before composing their writing. An example plan will include: a picture of the student watering a plant in a window with the sun shining. The student feeding and giving water to the cat. The student getting the mail out of the mailbox and bringing it inside).

Writing: While you are away, I will water your plant and keep it in the window so it will get energy from the sunlight. I will give your cat food and water every day so it will have lots of energy. I will bring your mail in from the mailbox every day. I will not give the mail food and water because it is not alive.

(This task may need to be broken down into several days for completion).

END-OF-UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

End of Unit Task Rubric (To be used end of year)

Kindergarten Unit Starter

How are Living and Non-Living Things Different?

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

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom. Note that this rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	Unable to write to explain how to care for the following: plant, animal and non-living thing or is off topic	Writes to explain 1 way to care for 1- 2 of the following: plant, animal and non-living thing	Writes to explain 1 way to care for all of the following: plant, animal and non-living thing	Writes to explain 1 or more ways to care for all of the following: plant, animal and non-living thing
Word Choice (Content Vocabulary)	No use of vocabulary to provide information about living and non living things	Correctly uses 1 vocabulary word to provide information about living and non living things	Correctly uses 2-3 vocabulary words to provide information about living and non living things	Correctly uses 4 or more vocabulary words to provide information about living and non living things
Mechanics	Little to no use of punctuation, capitalization and spacing	Uses some punctuation, capitalization and spacing but errors make understanding difficult	Mostly uses punctuation, capitalization and spacing but errors do not interfere with understanding text	Always uses punctuation, capitalization, and spacing
Structure	Writing does not contain complete sentences giving information or is not appropriate to the task	Writing contains 1-2 complete sentences giving information appropriate to the task	Writing contains 3 complete sentences giving information appropriate to the task	Writing contains 4 or more complete sentences giving information appropriate to the task

*An additional criteria may need to be added for foundational skills to address the following: beginning, medial, ending sounds and high frequency words.

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

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

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

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings</i>)? What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

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

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the unit starter.	
<ul style="list-style-type: none"> • What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? • How can the questions and tasks provided in the unit starter inform adjustments to upcoming lessons? 	

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.	
<ul style="list-style-type: none"> • What is the desired understanding(s) for this reading? • How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading? • How will my students demonstrate their learning at the end of the lesson? • How does the desired understanding for this reading fit within the larger context of the unit? 	

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

Read and annotate the lesson text and review the associated text complexity analysis.	
<ul style="list-style-type: none"> • Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge? • What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings? • Where do I need to focus students' time and attention during the read aloud/shared reading? 	

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

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while assuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

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

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

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

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