

Module Summary

“Change is the law of life. And those who look only to the past or present are certain to miss the future.”

—John F. Kennedy, Address in the Assembly Hall at the Paulskirche in Frankfurt, June 25, 1963

People seek to fill basic needs: for shelter, for learning, for ways to communicate information and ideas, and for the ability to move from place to place. While needs may not change over time, the ways that people meet their needs do change, as new inventions and innovations take hold. In this module, students study a group of informational texts united in theme and structure: change in America.

A journey through changes in school, home life, transportation, and communication illuminate the scope and timeline of change in America. Students first focus on a narrative about home, *When I Was Young in the Mountains*. This informative story forms a bridge from the narratives studied in Module 2. Students consider how author Cynthia Rylant’s Appalachian childhood warmly depicts details they likely recognize from their own experiences, such as love of cocoa and swimming, despite some probable key differences (snakes! outhouses!). Students then dig into a series of informative books with a shared structure, *Home Then and Now* and *School Then and Now*, to study these aspects of life in the past and present. Through text and photos they see how their grandparents and even parents had very different experiences with home and school from their own. The poignant side of change plays out in the fictional *The Little House*, where a personified house reacts to change in her neighborhood, for better and for worse. Students return to the Then and Now series to study transportation and communication. Students end by studying the original American powerhouse of ideas, Benjamin Franklin, in the insouciant and informative *Now & Ben: The Modern Inventions of Benjamin Franklin*.

Students pick out topics and details in written texts and pay attention to these texts’ features, or the way they are composed, in preparation for writing their own informative pieces. In their art study for the module, Emanuel Leutze’s *Washington Crossing the Delaware* gives students a chance to apply their habits of mind, noticing and wondering about the painting and using it as a springboard for a lesson about *composition*, or the attention the artist pays to what goes where.

In the End-of-Module (EOM) Task, students choose an aspect of life in America. They create a poster and write an evidence-based informative paragraph to convey the “then” and “now” of home life, school life, transportation, or communication. The poster and paragraph shine a light on the content knowledge gained through the module’s study of nonfiction texts, answering the Essential Question to which all of the other questions in this module have led: *how has life in America changed over time?*

Module at a Glance

ESSENTIAL QUESTION

How has life in America changed over time?

SUGGESTED STUDENT UNDERSTANDINGS

- Authors of informational texts teach us information about real life through their books.
- Informational texts have main topics supported by key details that tell readers more about a topic.
- Life at home and life at school in America have changed over time.
- Modes of transportation and communication in America have changed over time.
- Inventions make life easier and help people do things in new ways.

Texts

CORE TEXTS

Picture Books (Informational)

- *Communication Then and Now*, Robin Nelson
- *Home Then and Now*, Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
- *School Then and Now*, Robin Nelson
- *Transportation Then and Now*, Robin Nelson
- *When I Was Young in the Mountains*, Cynthia Rylant

Picture Book (Literary)

- *The Little House*, Virginia Lee Burton

SUPPLEMENTARY TEXTS

Painting

- *Washington Crossing the Delaware* (1851), Emanuel Leutze (<http://witeng.link/0205>)

Photographs

- “Betsy Ross and the American Flag: Flag Picture Gallery,” Independence Hall Association (<http://witeng.link/0224>)
- *Old Hand Water Pump*, Judson McCranie (<http://witeng.link/0204>)
- “Then & Now: The Stunning Speed of Urban Development,” S. A. Rogers (<http://witeng.link/0262>)

Poem

- “Now We Are Six,” A. A. Milne (<http://witeng.link/0203>)

Songs

- “This Land Is Your Land,” Woody Guthrie (<http://witeng.link/0267>)
- “You’re a Grand Old Flag,” George M. Cohan (<http://witeng.link/0213>)

Video

- “Sounds of a Glass Armonica,” *Toronto Star* (<http://witeng.link/0268>)

Website

- “About Cynthia Rylant,” Cynthia Rylant (<http://witeng.link/0206>)

Module Learning Goals

Knowledge Goals

- Understand the difference between the past and the present.
- Identify how aspects of life in America—specifically, home life, school life, transportation, and communication—have changed.
- Describe key details about how the topics of home, school, transportation, and communication have changed over time.
- Understand how a main topic or topic statement is supported by key details.

Reading Goals

- Identify the main topic of the text, and retell the key details that support that main topic. (RI.K.2)
- Understand and describe the connection between two pieces of information in a text. (RI.K.3)

- Identify the author and illustrator in a text, and describe their roles in communicating information in a text. (RI.K.6)

Writing Goals

- Use a combination of drawing, dictating, and writing to respond to a prompt and supply information about a topic. (W.K.2)
- Engage in shared research and writing projects by exploring texts on the same topic. (W.K.7)
- Collect evidence from the texts, and use it to support responses to a prompt. (W.K.8)

Speaking and Listening Goals

- Ask and answer questions to clarify information. (SL.K.3)
- Use drawings to provide additional detail when speaking. (SL.K.5)

Language Goals

- Produce and expand sentences using frequently occurring nouns and verbs, including regular plural nouns. (L.K.1.b, L.K.1.c, L.K.1.f)
- Capitalize the word I in a sentence. (L.K.2.a)
- Spell words phonetically, drawing on sound-letter relationships. (L.K.2.d)

Module in Context

- **Knowledge:** In this third module of Kindergarten, students embark on an exploration of America past and present, using both fictional and informational texts. Informational texts provide the backbone of this module, allowing students to identify changes over time. Students use words and illustrations from the texts to gather factual information and make connections between the changes. They conduct research around the topics of changes to home life, school life, transportation, and communication in America. And they identify the main topic and key details in each text to support their understanding of how an informational text is structured, and how it communicates information to a reader—informing and inspiring their own informative writing.
- **Reading:** In Module 2, students engaged in a rich, question-based approach to reading, forming a strong habit of unlocking meaning from texts and considering the type of texts they are studying. While they continue this observation and questioning routine during the first read of each text, the focus of Module 3 is to launch students' understanding of an informational text's structure and how key details, contained in the words and illustrations, support a text's main topic. Students engage with these informational texts through text-dependent questions (TDQs), annotating and charting details in the text. They then use these charts to make connections between pieces of information in the text, building their understanding of the relationship between details. These skills continue to provide a solid foundation for the year ahead as students gradually work toward independence and mastery.

- **Writing:** The primary writing focus of this module is text-based informative writing. Students hone explanatory writing skills by getting familiar with the structure of an informational text. They learn through the TopIC writing model how to begin with a topic statement and support that topic statement with information from the text. This knowledge helps them to develop the skills necessary to writing their own informative pieces. Students continue producing and expanding sentences using details from the text. They use phonetic spelling and frequently occurring nouns and verbs to craft their sentences, relying less on sentence frames and more on their own ability to produce a sentence. Because early Kindergarten students' writing development varies widely, students build toward independence from where they are, engaging in productive struggle without frustration. Throughout this module, students have frequent opportunities to write, draw, and dictate, including brief responses in their Response Journal; recording evidence to post on class charts; and building collaborative books. In the EOM Task, students draw on their work with the TopIC writing model to create their own informative posters, detailing how a topic has changed over time in America.
- **Speaking and Listening:** Students have frequent opportunities to develop speaking and listening skills in settings, including whole group, small group, and pairs. During discussions about the texts, students practice sharing ideas in a group setting. Students learn the importance of asking and answering questions while engaging in conversations about a text to demonstrate their ability to listen to their peers and reflect upon their discussion. Students hone their listening skills as they learn to listen for order to help them sequence events from the past and the present. They also add drawings to their EOM Task posters to provide additional detail during their presentations. Students engage in conversations about the texts both in class discussions and in Socratic Seminars. These opportunities give students a chance to build their knowledge of the content and support their ideas with textual evidence while responding to classmates thoughtfully and respectfully.

Standards

FOCUS STANDARDS

Reading Informational Texts	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language	
L.K.1.b	Use frequently occurring nouns and verbs.
L.K.1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
L.K.2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
Speaking and Listening	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

CONTINUING STANDARDS

Reading Literature	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational Text	
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Language	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write two sentences to compare Cynthia Rylant's childhood experiences from <i>When I Was Young in the Mountains</i> with your own experiences.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding that things can change over time. ▪ Organize a response by comparing the past with the present. ▪ Develop an informative sentence by completing a sentence frame. 	RI.K.1, W.K.2, W.K.8, L.K.2.a, L.K.2.d
2. Write an informative paragraph describing how school in America has changed over time, based on the text <i>School Then and Now</i> .	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the informative paragraph structure. ▪ Demonstrate an understanding of how pieces of information in the text are connected (e.g., how information about the past is related to information about the present). ▪ Develop sentences using phonetic spelling. 	RI.K.3, W.K.2, W.K.8, L.K.1.f, L.K.2.d
3. Write an informative paragraph describing changes the Little House character sees in her neighborhood in the text <i>The Little House</i> .	<ul style="list-style-type: none"> ▪ Develop a response based on textual evidence. ▪ Develop detail sentences to support a topic statement. ▪ Develop sentences using phonetic spelling and frequently occurring nouns and verbs. 	RL.K.1, W.K.2, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d
4. Write an informative letter to George Washington to describe how transportation or communication has changed in America over time.	<ul style="list-style-type: none"> ▪ Organize a response by stating a topic and details to support that topic. ▪ Select key details about the topic, connecting information about the past to information about the present. 	RI.K.3, W.K.2, L.K.1.b, L.K.1.f, L.K.2.b, L.K.2.d
5. As a group, use information from the text <i>Now & Ben</i> to write a book that describes how Benjamin Franklin's inventions are used in America today.	<ul style="list-style-type: none"> ▪ Develop a topic statement through collaboration with the class. ▪ Create and add drawings to informative writing to provide additional details about the topic. 	RI.K.3, W.K.2, L.K.1.b, L.K.1.f, L.K.2.d, SL.K.5

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. After listening to a Read Aloud of <i>When I Was Young in the Mountains</i> , identify the author and illustrator in the text, and describe their roles in communicating ideas in the story.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the role authors and illustrators play in creating a text. 	RI.K.6
2. After listening to a Read Aloud of <i>Communication Then and Now</i> , identify the main topic and key details in the text.	<ul style="list-style-type: none"> ▪ Demonstrate an ability to identify the main topic and key details in a text. ▪ Demonstrate an understanding of how the key details support the main topic. ▪ Use textual evidence to answer questions. 	RI.K.2

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Describe the changes the Little House character saw happening in her neighborhood in <i>The Little House</i> and discuss how she felt about the changes.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how cities change and grow over time. ▪ Express thoughts and ideas about the text through the presentation of a completed task. ▪ Demonstrate understanding of how asking questions can provide more information about a topic. ▪ Use textual evidence to respond to questions. 	SL.K.1, SL.K.3, RL.K.1, L.K.1.d
2. In preparation for the EOM Task, use drawings to support and enhance a group conversation about module texts.	<ul style="list-style-type: none"> ▪ Use class research to gather and share information about how life in America has changed over time. ▪ Demonstrate an understanding of how drawings can support and enhance written information. 	SL.K.5, RI.K.1, RI.K.3

EOM Task	Elements That Support Success on the EOM Task	Standards
Choosing from one of the following topics—changes at home, changes at school, changes in transportation, or changes in communication—create an informative poster to explain how the topic has changed in America over time. Present your poster to the class, using drawings to provide additional detail.	<ul style="list-style-type: none"> ▪ Use the TopIC writing model to structure the informative paragraph. ▪ Choose details from the past and present to demonstrate a change in the topic over time. ▪ Add drawings to support each sentence. ▪ Present your poster to the class, using your drawings to provide additional details. ▪ Demonstrate understanding of how to use nouns and verbs and form plural nouns. 	RI.K.3, W.K.2, W.K.7, W.K.8, L.K.1.b, L.K.1.c, L.K.1.f, L.K.2.d, SL.K.5

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.K.6

**While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.*

Module Map

Focusing Question 1: How was Cynthia Rylant's life different from your life?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	All Module Texts	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>School Then and Now</i>?</p>		<ul style="list-style-type: none"> Use a variety of question words to ask questions about <i>School Then and Now</i>. (RI.K.1, L.K.1.d) Represent learning through writing and drawing. (W.K.10*) Use the meaning of the ending <i>-ed</i> as a clue to figure out the meaning of an unknown word. (L.K.4.b)
2 ✓NR	<p>“Old Hand Water Pump”</p> <p><i>When I Was Young in the Mountains</i></p> <p><i>Washington Crossing the Delaware</i></p> <p>“Now We Are Six”</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>When I Was Young in the Mountains</i>?</p>		<ul style="list-style-type: none"> Use a variety of question words to ask questions about <i>When I Was Young in the Mountains</i>. (RI.K.1, L.K.1.d) Identify the author and illustrator of <i>When I Was Young in the Mountains</i> and their roles in presenting information in the text. (RI.K.6) Demonstrate understanding of the adjectives <i>young</i>, <i>clean</i>, and <i>dark</i> by identifying their opposites. (L.K.5.b)
3	<p>“Now We Are Six”</p> <p><i>When I Was Young in the Mountains</i></p> <p><i>Washington Crossing the Delaware</i></p>	<p><u>Organize</u></p> <p>What is happening in <i>When I Was Young in the Mountains</i>?</p>	<p><u>Examine</u></p> <p>Why do people write about the past?</p>	<ul style="list-style-type: none"> Use repeated language to identify the main topic and key details in <i>When I Was Young in the Mountains</i>. (RI.K.2) Demonstrate understanding of the verbs <i>stopped</i>, <i>fill</i>, <i>awoke</i>, and <i>leave</i> by acting out their opposites. (L.K.5.b)

Focusing Question 1: How was Cynthia Rylant's life different from your life?				
4	<p>"Now We Are Six"</p> <p><i>When I Was Young in the Mountains</i></p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the illustrations reveal about Cynthia Rylant's past in <i>When I Was Young in the Mountains</i>?</p>	<p><u>Experiment</u></p> <p>How do I write about my past?</p> <p><u>Examine</u></p> <p>Why is it important to capitalize the word <i>I</i>?</p>	<ul style="list-style-type: none"> ▪ Use key details in <i>When I Was Young in the Mountains</i> to collect evidence for the Focusing Question Task. (RI.K.2) ▪ Describe a special memory from the past. (W.K.8, L.K.1.f, L.K.2.d) ▪ Use full-body movement to act out the capitalization of the word <i>I</i> in a sentence. (L.K.2.a)
5 ✓FQT	<p>"Now We Are Six"</p> <p><i>When I Was Young in the Mountains</i></p>	<p><u>Distill</u></p> <p>What is the essential meaning of <i>When I Was Young in the Mountains</i>?</p>	<p><u>Execute</u></p> <p>How do I write about the past in my Focusing Question Task?</p> <p><u>Experiment</u></p> <p>How does capitalizing the word <i>I</i> work?</p>	<ul style="list-style-type: none"> ▪ Use words and illustrations to determine the essential meaning of <i>When I Was Young in the Mountains</i>. (RI.K.2, RI.K.7) ▪ Use textual evidence from <i>When I Was Young in the Mountains</i> to compare the way Cynthia Rylant lived to the way you live. (RI.K.1, W.K.2, W.K.8, L.K.2.a, L.K.2.d) ▪ Capitalize the word <i>I</i> in a given sentence. (L.K.2.a)
6 ✓FQT	<p>"Now We Are Six"</p> <p><i>When I Was Young in the Mountains</i></p>	<p><u>Know</u></p> <p>How does <i>When I Was Young in the Mountains</i> build my knowledge of life in the past?</p>	<p><u>Execute</u></p> <p>How do I capitalize the word <i>I</i> in my Focusing Question Task?</p>	<ul style="list-style-type: none"> ▪ Use personal evidence to compare your life to Cynthia Rylant's in <i>When I Was Young in the Mountains</i>. (RI.K.1, W.K.2, W.K.8, L.K.2.a, L.K.2.d) ▪ Use knowledge of the ending <i>-ed</i> as a clue to figure out the meaning of action words from the text. (L.K.4.b)

Focusing Question 2: How has life at home and at school changed in America?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
7	<i>Home Then and Now</i> “You’re a Grand Old Flag”	<u>Wonder</u> What do I notice and wonder about <i>Home Then and Now</i> ?	<u>Examine</u> Why is it important to ask questions to learn more about a topic? <u>Experiment</u> How do I ask questions to learn more about a topic? <u>Examine</u> Why is capitalizing the first word in a sentence important?	<ul style="list-style-type: none"> Ask and answer questions about the words and pictures in <i>Home Then and Now</i>. (RI.K.1, SL.K.3, L.K.1.d) Capitalize the first word of a given sentence. (L.K.2.a)
8	“You’re a Grand Old Flag” <i>School Then and Now</i> <i>Home Then and Now</i>	<u>Organize</u> What is happening in <i>School Then and Now</i> ?	<u>Examine</u> Why do authors create informative texts?	<ul style="list-style-type: none"> With prompting and support, identify the main topic and key details for <i>School Then and Now</i>. (RI.K.2) Sort examples from nonfiction text to demonstrate understanding of the terms <i>home</i> and <i>school</i>. (L.K.5.a)
9	“You’re a Grand Old Flag” “Betsy Ross and the American Flag: Flag Picture Gallery” <i>Home Then and Now</i>	<u>Organize</u> What is happening in <i>Home Then and Now</i> ?	<u>Experiment</u> How do I create a piece of informative writing? <u>Experiment</u> How does capitalizing the first word in a sentence work?	<ul style="list-style-type: none"> With prompting and support, identify the main topic and key details for <i>Home Then and Now</i>. (RI.K.2) Using the TopIC writing model, create an informative writing piece about how life at home has changed over time. (RI.K.2, W.K.2, W.K.8) Capitalize the first word of a verbally shared sentence. (L.K.2.a)

Focusing Question 2: How has life at home and at school changed in America?				
10 ✓FQT	<p>“You’re a Grand Old Flag”</p> <p><i>Home Then and Now</i></p> <p><i>School Then and Now</i></p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of text features reveal in <i>Home Then and Now</i> and <i>School Then and Now</i>?</p>	<p><u>Execute</u></p> <p>How do I use informative writing in my Focusing Question Task?</p>	<ul style="list-style-type: none"> ▪ Describe the connection between related photographs in a text. (RI.K.1, RI.K.3, RI.K.7) ▪ Use informative writing to describe how school has changed in America over time. (RI.K.3, W.K.2, W.K.8, L.K.1.f) ▪ Identify real-life connections to bold words in an informational text. (L.K.5.c)
11 ✓FQT	<p>“You’re a Grand Old Flag”</p> <p><i>Home Then and Now</i></p> <p><i>School Then and Now</i></p>	<p><u>Know</u></p> <p>How do <i>Home Then and Now</i> and <i>School Then and Now</i> build my knowledge of change in America?</p>	<p><u>Execute</u></p> <p>How do I use informative writing in my Focusing Question Task?</p> <p><u>Execute</u></p> <p>How do I capitalize the first word in the sentence?</p>	<ul style="list-style-type: none"> ▪ Express understanding of how <i>School Then and Now</i> and <i>Home Then and Now</i> build knowledge of change in America. (RI.K.1, RI.K.3) ▪ Use informative writing to create a paragraph about how school has changed in America. (RI.K.3, W.K.2, W.K.8, L.K.1.f, L.K.2.d) ▪ Capitalize the first word of a sentence. (L.K.2.a)

Focusing Question 3: What changes does the Little House see in her neighborhood?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
12	<i>The Little House</i>	<u>Wonder</u> What do I notice and wonder about <i>The Little House</i> ?		<ul style="list-style-type: none"> Use a variety of question words to ask and answer questions about <i>The Little House</i>. (RL.K.1, L.K.1.d) Apply vocabulary from the text in context. (W.K.10*, L.K.1.f, L.K.2.d, L.K.5.c) Demonstrate understanding of the action words <i>built</i>, <i>rise</i>, <i>grow</i>, and <i>cover</i> by acting out their opposites. (L.K.5.b)
13	<i>The Little House</i>	<u>Organize</u> What is happening in <i>The Little House</i> ?	<u>Examine</u> Why is a topic statement important? <u>Examine</u> Why is it important to use nouns and verbs?	<ul style="list-style-type: none"> Identify the setting of <i>The Little House</i> and describe how it changes throughout the story. (RL.K.2, RL.K.3) Use examples of nouns and verbs from the text to make a sentence. (L.K.1.b)
14	<i>The Little House</i>	<u>Organize</u> What is happening in <i>The Little House</i> ?	<u>Experiment</u> How do I write a topic statement?	<ul style="list-style-type: none"> Retell the story <i>The Little House</i>, including key details. (RL.K.2) Collaborate to create a topic statement for an informative paragraph. (W.K.2, L.K.1.f) Distinguish shades of meaning among <i>grow</i>, <i>swell</i>, and <i>burst</i> by acting out their meanings. (L.K.5.d)

Focusing Question 3: What changes does the Little House see in her neighborhood?				
15	<i>The Little House</i> <i>Washington Crossing the Delaware</i>	<u>Reveal</u> What does a deeper exploration of the illustrations reveal in <i>The Little House</i> ?	<u>Experiment</u> How do I support a topic statement? <u>Experiment</u> How do you use nouns and verbs?	<ul style="list-style-type: none"> Analyze the Little House's responses to the changes around her using illustrations and details from the text. (RL.K.1, RL.K.7) Identify evidence within the text that supports the topic statement. (W.K.2, W.K.8, L.K.1.f) Create sentences using illustrations of nouns and verbs. (L.K.1.b)
16 ✓VOC ✓FQT	<i>The Little House</i> <i>Washington Crossing the Delaware</i>	<u>Distill</u> What is the essential meaning of <i>The Little House</i> ?	<u>Execute</u> How do I support the topic statement in my Focusing Question Task?	<ul style="list-style-type: none"> Use the text and illustrations to determine the essential meaning of <i>The Little House</i>. (RL.K.1, RL.K.2) Use informative writing to describe changes the Little House character sees in her neighborhood. (RL.K.1, W.K.2, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d) Demonstrate understanding of grade-level vocabulary. (L.K.6)
17 ✓FQT ✓SS	"Then & Now: The Stunning Speed of Urban Development" <i>The Little House</i> <i>Washington Crossing the Delaware</i>	<u>Know</u> How does <i>The Little House</i> build my knowledge of change over time?	<u>Execute</u> How do I support the topic statement in my Focusing Question Task? <u>Execute</u> How do I ask and answer questions in a Socratic Seminar? <u>Execute</u> How do I use nouns and verbs in my writing?	<ul style="list-style-type: none"> Use informative writing to describe changes the Little House character sees in her neighborhood. (RL.K.1, W.K.2, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d) Ask and answer questions about <i>The Little House</i> during a group discussion. (RL.K.1, SL.K.1, SL.K.3, L.K.1.d) Create a silly story using frequently occurring nouns and verbs. (L.K.1.b)

Focusing Question 4: How have transportation and communication changed in America?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
18	<i>Transportation Then and Now</i> <i>Communication Then and Now</i> “Engine on the Track”	<u>Wonder</u> What do I notice and wonder about <i>Transportation Then and Now</i> and <i>Communication Then and Now</i> ?	<u>Examine</u> Why is listening for order important? <u>Examine</u> Why is using end punctuation important?	<ul style="list-style-type: none"> Use a variety of question words to ask and answer questions about the words and pictures in <i>Transportation Then and Now</i>. (RI.K.1, SL.K.3, L.K.1.d) Recognize and name a period, question mark, and exclamation point in isolation. (L.K.2.b)
19 ✓NR	“Engine on the Track” <i>Transportation Then and Now</i> <i>Communication Then and Now</i>	<u>Organize</u> What is happening in <i>Transportation Then and Now</i> and in <i>Communication Then and Now</i> ?	<u>Experiment</u> How do I listen for order? <u>Examine</u> Why is it important to write a conclusion sentence?	<ul style="list-style-type: none"> Identify the main topic and retell key details in <i>Communication Then and Now</i>. (RI.K.1, RI.K.2) Examine the importance of writing a conclusion sentence in an informative paragraph. (W.K.2) Sort examples from nonfiction text to demonstrate understanding of the terms <i>transportation</i> and <i>communication</i>. (L.K.5.a)
20	“Engine on the Track” <i>Transportation Then and Now</i> <i>Communication Then and Now</i>	<u>Reveal</u> What does a deeper exploration of the text features reveal in <i>Transportation Then and Now</i> and <i>Communication Then and Now</i> ?	<u>Experiment</u> How do I write a conclusion sentence? <u>Experiment</u> How does using end punctuation work?	<ul style="list-style-type: none"> Describe the connection between related photographs in a text. (RI.K.1, RI.K.3, RI.K.7) Using frequently occurring nouns and verbs, verbally produce detail sentences to support a topic sentence. (RI.K.3, W.K.2, L.K.1.b, L.K.1.f) Identify the correct end punctuation to use given oral sentences. (L.K.2.b)

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21 ✓FQT	<p>“Engine on the Track”</p> <p><i>Transportation Then and Now</i></p> <p><i>Communication Then and Now</i></p>	<p><u>Know</u></p> <p>How do <i>Transportation Then and Now</i> and <i>Communication Then and Now</i> build my knowledge of change in America?</p>	<p><u>Execute</u></p> <p>How do I use informative writing in my Focusing Question Task?</p>	<ul style="list-style-type: none"> ▪ Express understanding of how <i>Transportation Then and Now</i> and <i>Communication Then and Now</i> build knowledge of change in America. (RI.K.1, RI.K.3) ▪ Produce and expand detail sentences to support a topic sentence. (RI.K.3, W.K.2, L.K.1.b, L.K.1.f, L.K.2.b, L.K.2.d) ▪ Demonstrate new meanings for familiar words by applying the words accurately in a sentence. (L.K.4.a)

Focusing Question 5: How did Benjamin Franklin’s inventions make life in America easier?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
22	<p><i>Now & Ben: The Modern Inventions of Benjamin Franklin</i></p> <p>“This Land Is Your Land”</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Now & Ben</i>?</p>		<ul style="list-style-type: none"> ▪ Ask and answer questions about the words and pictures in <i>Now & Ben</i>. (RI.K.1, SL.K.3, L.K.1.d) ▪ Distinguish shades of meaning among <i>invented</i>, <i>created</i>, and <i>designed</i> by acting out their meanings. (L.K.5.d)
23	<p>“This Land Is Your Land”</p> <p><i>Now & Ben: The Modern Inventions of Benjamin Franklin</i></p> <p>“Sounds of a Glass Armonica”</p>	<p><u>Organize</u></p> <p>What is happening in <i>Now & Ben</i>?</p>	<p><u>Examine</u></p> <p>Why is it important to add drawings to informative writing?</p>	<ul style="list-style-type: none"> ▪ Identify the main topic and key details in <i>Now & Ben</i>. (RI.K.2) ▪ Examine how illustrations add more detail to informative writing. (W.K.2, SL.K.5) ▪ Form plural nouns orally by responding chorally to a given prompt. (L.K.1.c)

Focusing Question 5: How did Benjamin Franklin's inventions make life in America easier?				
24	<p>"This Land Is Your Land"</p> <p><i>Now & Ben: The Modern Inventions of Benjamin Franklin</i></p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of the words and illustrations reveal in <i>Now & Ben</i>?</p>	<p><u>Experiment</u></p> <p>How do I add drawings to my informative writing?</p>	<ul style="list-style-type: none"> Use the words and illustrations in <i>Now & Ben</i> to learn more about Benjamin Franklin's inventions and their use. (RI.K.7) Use drawings to add more detail to informative writing. (W.K.2, SL.K.5) Demonstrate meaning of <i>inventor</i>, <i>writer</i>, <i>musician</i>, and <i>traveler</i> by identifying real-life connections. (L.K.5.c)
25 ✓FQT	<p>"This Land Is Your Land"</p> <p><i>Now & Ben: The Modern Inventions of Benjamin Franklin</i></p>	<p><u>Distill</u></p> <p>What is the essential meaning of <i>Now & Ben</i>?</p>	<p><u>Execute</u></p> <p>How do I use drawings to add details to my Focusing Question Task?</p> <p><u>Experiment</u></p> <p>How do we make plural words?</p>	<ul style="list-style-type: none"> Use the words and illustrations in the text to determine the essential meaning of <i>Now & Ben</i>. (RI.K.1, RI.K.7) Describe how Benjamin Franklin's inventions are used in America today using informative writing. (RI.K.3, W.K.2, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d) Form plural nouns orally by adding /s/ or /es/ to a given word. (L.K.1.c)
26 ✓FQT	<p>"This Land Is Your Land"</p> <p><i>Now & Ben: The Modern Inventions of Benjamin Franklin</i></p>	<p><u>Know</u></p> <p>How does <i>Now & Ben</i> build my knowledge?</p>	<p><u>Execute</u></p> <p>How do I use drawings to add details to my Focusing Question Task?</p> <p><u>Execute</u></p> <p>How do I use plural words when I speak?</p>	<ul style="list-style-type: none"> Express understanding of how <i>Now & Ben</i> builds knowledge of change in America. (RI.K.1, RI.K.3) Use informative writing to describe how Benjamin Franklin's inventions are used in America today. (RI.K.3, W.K.2, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d) Form plural nouns correctly in sentences by adding /s/ or /es/. (L.K.1.c)

Essential Question: How has life in America changed over time?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
27 ✓SS	All Module Texts	<u>Know</u> How do Module 3 texts build my knowledge of how America has changed over time?	<u>Execute</u> How do I explain my evidence with drawings in my EOM Task?	<ul style="list-style-type: none"> Use drawings to support and enhance a group conversation. (RI.K.1, RI.K.3, SL.K.5) Use the meaning of the ending <i>-ful</i> as a clue to figure out the meaning of an unknown word. (L.K.4.b)
28 ✓VOC ✓EOM	All Module Texts	<u>Know</u> How do Module 3 texts build my knowledge of how America has changed over time?	<u>Execute</u> How do I execute my EOM Task?	<ul style="list-style-type: none"> Express understanding of how life in America has changed over time. (RI.K.3, W.K.2, W.K.7, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d) Demonstrate understanding of grade-level vocabulary. (L.K.6)
29 ✓EOM	All Module Texts	<u>Know</u> How do Module 3 texts build my knowledge of how America has changed over time?	<u>Execute</u> How do I execute my EOM Task? <u>Excel</u> How do I improve my informative writing?	<ul style="list-style-type: none"> Express understanding of how life in America has changed over time. (RI.K.3, W.K.2, W.K.7, W.K.8, L.K.1.b, L.K.1.f, L.K.2.d) With support, evaluate writing and use sentences to share reflections. (L.K.1.f)
30 ✓EOM	All Module Texts	<u>Know</u> How do Module 3 texts build my knowledge of how America has changed over time?	<u>Execute</u> How do I use drawings to help explain my EOM Task? <u>Excel</u> How do I improve my informative writing?	<ul style="list-style-type: none"> Express understanding of how life in America has changed over time. (RI.K.3, SL.K.5, L.K.1.b, L.K.1.c) With support, evaluate writing and use sentences to share reflections. (L.K.1.f)

*In alignment with the CCSS, W.10 formally begins in Grade 3. However, Grades K–2 students write routinely for a variety of time frames, tasks, purposes, and audiences. As a result, this lesson contains instruction related to W.10 in an effort to familiarize students with a range of writing.