



## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Craft and Structure:** Recognize the difference between books that tell stories and books that give information.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story. Compare characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

### Reading Standards for Informational Text

- **Craft and Structure:** Use text features to locate key information in a text.

### Reading Standards for Foundational Skills

- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.



## Differentiated Tasks

### Level 3 Students will...

- Describe characters, setting and events from a story.
- Distinguish a text that tells a story from a text that gives information.
- Describe characters and events based on illustrations from a story.
- Describe similarities and differences between two characters or events in a story.
- Independently read literature stories and poems that have been adapted to student reading level.
- Locate the title, author and illustrator of a text.
- Independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.
- Independently read text stories that are selected at the personal reading level.

### Level 2 Students will...

- Use picture supports to identify characters, setting and events from a story.
- Identify a text that tells a story and a text that gives information.
- Point to pictures within a story to identify named characters and events.
- Match similarities and differences between two characters in a story.
- Read supported and shared literacy stories and poems that have been adapted to student reading level.
- Locate the title of a text.
- Participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading.
- Read a leveled text with support (e.g., omitted words, picture supports, etc.).

### Level 1 Students will...

- Select a picture to identify a character or an event from a story (single option or errorless choice).
- Make a selection of a text that tells a story or a text that gives information.
- Select a character or event when presented with an illustration from a story.
- Select two characters from a story (errorless choice).
- Actively participate in supported reading of literature stories and poems that have been adapted to student ability level.
- Make a selection to indicate the title of a book.
- Attend to shared story reading, giving supported indicators to turn the page or read more.
- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



## Topic Connection

In this unit, students explore how people from the past moved from place to place to meet their needs. Students also explore how needs are met in the present. This unit's Leveled Book, *Needs: Past and Present* introduces two characters, Henry and Mateo. Henry is from the past and Mateo is from the present. They need the same things but get them differently. To learn more about how this book develops social studies concepts, visit the Social Studies Connection page in the Unit Overview.



### Topic Words



clothes home\* need\* present\*  
food\* money\* past



### Literacy Words

author cover illustrator story\*  
book illustration/picture\* read\* title

\* Power Words

### Benchmark Assessments

- Early Emerging Reading Rubric
- Phonemic Awareness Phoneme Blending
- Reading Level Assessment and all Benchmark Assessments in the Reading area of Unique GPS





An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

### Monthly Checkpoints

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2



## Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
 <b>Instructional Activities</b>	Read Aloud 1	Read Aloud 2	Continued Read Alouds	Guided/Shared Reading	Self-Selected Reading
 See how these activities fit into the <b>Suggested Monthly Plan</b> .					
 <b>ULS Materials and Resources</b>	<i>Needs: Past and Present</i> (Level D)  Communication Board		<i>Needs: Past and Present</i> (Levels D)  Communication Board  Standards Connection	<i>Needs: Past and Present</i> (Levels D, A, aa)  Communication Board	n2y Library Books  What Kind of Book?
	<b>Instructional Guide: Active Participation Scripts</b>  <b>SymbolStix PRIME</b>  <b>L<sup>3</sup> Skills: Language Arts Skills</b>				
 <b>Additional Materials</b>	Books from the school or classroom library to use for self-selected reading.				



## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading levels.



## Instructional Routine



### Before Reading

- Use Lesson 12, Activity 1 to introduce the Topic Words: clothes, food, home, money, need, past and present. Additionally, teach the Topic Words move and people.
- Continue talking about needs. Ask a focus question such as, "Where do you live—in a house or in an apartment?" Discuss student responses. Have students discuss their homes and how a home is something people need.
- Display **Needs: Past and Present** (Level D) and read the title, author and illustrator's names.
- Do a picture walk. Point to Henry and Mateo. Say, "Everyone has needs. As I read today, it is your job to remember one thing Henry and Mateo need."
- Review the learning goal with students: **I will remember one thing Henry and Mateo need.**

### During Reading

#### Model Fluent Reading

- Read aloud with fluency and expression.

- Emphasize the names of the items that Henry and Mateo need, such as 'food', 'water', 'clothes', 'home', 'money' and 'way to go places'.

#### Comment on Characters, Setting and Events

- Comment aloud about how the illustrations help you know one thing Henry and Mateo need. For example, after reading page 2, say, "The story says that they both need food to eat. I can see Henry holding some corn and Mateo holding a bag of groceries. They are both holding food. Henry and Mateo both need food." Continue reading and commenting on details in the illustrations that support information.

### After Reading

- Revisit the learning goal. Ask, "What is one thing Henry and Mateo need?"

**Level 3:** Prompt the student to identify and describe one thing Henry and Mateo need in the story. Ask questions, such as, "What do Henry and Mateo need to eat in the story? What do Henry and Mateo need to buy things?"

**Level 2:** Have the student identify one thing Henry and Mateo need with support. Picture supports such as the Communication Board and story illustrations may be used as needed.

**Level 1:** Have the student identify one thing Henry and Mateo need by making a selection (may be single option or errorless choice). For example, display a picture of food and say, "Show me one thing Henry and Mateo need." Picture supports may include story illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.

- Continue discussion by talking with students about needs. Ask, "What does Henry need to wear? What do you need to wear?"



## Check Understanding ?

**Level 3:** Can the student identify and describe one thing Henry and Mateo need from the story?

**Level 2:** Can the student identify one thing Henry and Mateo need from the story using picture supports as necessary?

**Level 1:** Can the student identify one thing Henry and Mateo need from the story by making a selection (may be single option or errorless choice)?



## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story. Compare characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.



## Instructional Routine



### Before Reading

- Display **Needs: Past and Present** (Level D) and read the title, author and illustrator's names.
- Prompt recall of the story by asking a focus question such as, "What is something Henry and Mateo both need—food or markers?" Remind students that Henry and Mateo both need food, but they get food differently. Say, "In our story, Henry is from the past. Mateo is from the present. They both need things, but they get them differently. As I read today, it is your job to remember one way Henry and Mateo meet their needs."
- Review the learning goal with students: **I will remember one way Henry or Mateo meet their needs.**

### During Reading

#### Develop Print Concepts

- Read aloud using your finger or a pointer to track the print from left to right, top to bottom and page to page.
- Point out the difference between text and pictures.
- Emphasize where you start reading on a page.

#### Build Comprehension

- Use the illustrations to discuss the different ways Henry or Mateo meet their needs in the story. For example, after reading page 3, say, "These pictures show how Henry and Mateo get something they need. They both need water. Henry is by a river. Mateo is at the faucet. Henry gets his water from the river. Mateo gets his water from the faucet."
- Talk with students about how Henry and Mateo are alike and different. Call attention to illustrations that show how they each get what they need and how they are alike and different. For example, explain how Henry's clothes are made at home and Mateo buys his clothes at the store. Remind students that Henry is from the past by referring to page 1 and pointing to the symbol for 'past' next to Henry. Then, explain that in the past, people could not go to stores to buy clothes and a lot of clothes were made at home. Henry and Mateo get their clothes in different ways, but they both need and get clothes.

### After Reading

- Revisit the learning goal. Ask, "What is one way Henry or Mateo meet their needs?"
- Level 3:** Prompt the student to identify and describe one way Henry and Mateo meet their needs.
- Level 2:** Have the student identify one way Henry or Mateo meet their needs using picture supports as needed. Picture supports may include story illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.
- Level 1:** Have the student identify one way Henry or Mateo meet their needs by making a selection (may be single option or errorless choice). For example, display the a picture of a river and say, "Show me how Henry gets water." Picture supports may include story illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.
- Continue discussion by talking with students about how Henry and Mateo meet their needs. Compare how each character meets their needs and how the past and the present are different and similar.



## Check Understanding ?

- Level 3:** Can the student identify and describe one way Henry or Mateo meet their needs from the story?
- Level 2:** Can the student identify one way Henry or Mateo meet their needs from the story using picture supports as necessary?
- Level 1:** Can the student identify one way Henry or Mateo meet their needs from the story by making a selection (may be single option or errorless choice)?





## Instructional Targets

### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

### Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled text with purpose and understanding.



## Instructional Routine



### Before Reading

- Display **Needs: Past and Present** (Level D) and read the cover. Use the Standards Connection to review the features and content of the book. Encourage students to ask and answer questions about the details of the book.
- Introduce the reading by asking a focus question such as, "How does Mateo get water—from a faucet or from a river?" Remind students that the story says that Mateo gets his water from the faucet and Henry gets water from a river. Say, "As I read today, I am going to leave some words out of our story. Your job is to fill in the missing words."
- Review the learning goal with students: **I will fill in missing words.**

### During Reading

#### Build Fluency

- Read aloud with fluency and expression until you come to the word(s) you want students to fill in. In this story, students might fill in: the vocabulary words that describe the things Henry and Mateo both need (e.g., food, clothes, home, and money) and the repetitive phrases, "In the past", and "In the present". Choose one word or phrase for students to fill in during each read aloud. With repeated reading, students might eventually read the full sentence: "They both need \_\_\_\_."

**Level 3:** Pause and give the student the opportunity to read the word(s) independently.

**Level 2:** Pause and explain that you want the student to read the next word(s). Have the student read the word(s) using picture supports as necessary.

**Level 1:** Pause and explain that you want the student to read the next word(s). Have the student use their active response mode to participate in reading the word(s).

#### Develop Vocabulary

- Continue to use the illustrations to define words that name needs. For example, on page 5 of the book, point to the illustration and say, "What does Mateo live in—an apartment or a house? Yes, Mateo lives in an apartment. An apartment is a building with many homes in it."

### After Reading

- Revisit the learning goal. Provide feedback, such as, "You did a great job filling in the missing words. Thank you for reading with me."
- Use Lesson 2, Activities 1, 2 and/or 3 to further develop comprehension.



## Check Understanding ?



**Level 3:** Can the student read the missing word(s) independently?



**Level 2:** Can the student state or point to a picture of the missing word(s) when prompted?



**Level 1:** Can the student use their active response mode to participate in reading the missing word(s)?

# Lesson 1 - Leveled Book

## Activity 4 - Guided / Shared Reading

1  
Activity 4



### Instructional Targets

#### Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

#### Reading Standards for Foundational Skills

- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.

This Leveled Book is presented in three leveled formats: Level D, Level A and Level aa (captioned). Select the level of book and the reading routine appropriate for each student.



### Instructional Routine

#### Guided Reading



or



#### Before Reading

- Introduce the book by having students share what they have learned about needs in the past and present.
- Use the Topic Words in conversation about the book. Have students locate the words in the book.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students:  
**I will read a story.**

#### During Reading

- Listen as students read quietly to themselves.
- Monitor print concepts and fluency.
- Model, prompt or support use of skills and strategies.

#### After Reading

- Revisit the learning goal and talk with students about the book.
- Have students locate the High-Frequency Words: they, past, need, do, both, both, food, present and water.
- Have students locate and name the letters they are learning in this unit (Lesson 11). Review their letter-sounds.



### Instructional Routine

#### Shared Reading



or



#### Before Reading

- Introduce the book by having students share what they have learned about needs in the past and present.
- Use the Topic Words in conversation about the book. Help students locate the words in the book.
- Review the learning goal with students:  
**I will read a story.**

#### During Reading

- Read aloud while students follow along.
- Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board.
- Monitor print concepts and fluency.
- Model and support use of skills and strategies.

#### After Reading

- Revisit the learning goal and talk with students about the book.
- Have students locate the High-Frequency Words: they, past, need, do, both, both, food, present and water.
- Have students locate and name the letters they are learning in this unit (Lesson 11). Review their letter-sounds.



### Check Understanding



**Level 3:** Can the student independently demonstrate print concepts? How?  
Can the student independently read stories adapted to personal reading level?



**Level 2:** Can the student demonstrate basic print concepts with support? How?  
Can the student read stories adapted to personal reading level with support?



**Level 1:** Can the student attend to story reading? How?  
Can the student actively participate in reading stories adapted to student ability level? How?



### Instructional Target

#### Reading Standards for Literature

- **Craft and Structure:** Recognize the difference between books that tell stories and books that give information.

#### Reading Standards for Informational Text

- **Craft and Structure:** Use text features to locate key information in a text.

#### Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled text with purpose and understanding.



### Instructional Routine



Introduce	<ul style="list-style-type: none"> <li>• Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about the past or the present?" Talk with students about their choices.</li> <li>• Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read. Then you will find out if the book tells a story or gives information."</li> <li>• Review the learning goal with students: <b>I will choose a book to read. I will find out if it tells a story or gives information.</b></li> </ul>
Model	<ul style="list-style-type: none"> <li>• Display 4-5 books on various topics written at various levels from the class, school or n2y Library.</li> <li>• Model previewing a book to determine if the topic interests you and determining whether it is too hard, too easy or just right. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read it." Read a page aloud, counting the number of mistakes you make. Continue modeling until you find a book that you can read with only 2-3 mistakes per page.</li> <li>• After reading, model using the What Kind of Book? checklist to determine if the book was a story or an informational text. For example, say, "Are there characters in this book? Yes there are. I will mark 'yes.'"</li> <li>• Explain how sometimes a text will both have features of both a story and an informational text, but they should use their completed checklist to determine if there are more story features or informational text features.</li> </ul>
Practice	<p><b>Level 3:</b> Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?" Have the student complete the What Kind of Book? checklist independently to determine what type of text they read.</p> <p><b>Level 2:</b> Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary. Have the student complete the What Kind of Book? checklist with support to determine what type of text they read.</p> <p><b>Level 1:</b> Using the student's interests and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read. Have the student complete the What Kind of Book? checklist by making an errorless choice to determine what type of text they read.</p>
Review	<ul style="list-style-type: none"> <li>• Revisit the learning goal. Guide students to recall two things to think about when choosing a book to read. Review the books students selected. Ask questions such as, "Did you read a book that tells a story or a book that gives information? How do you know?"</li> </ul>

#### Throughout the Unit

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"



### Check Understanding ?



**Level 3:** Can the student distinguish a text that tells a story from one that gives information?



**Level 2:** Can the student identify a text that tells a story? Can the student identify a text that gives information?



**Level 1:** Can the student make a selection of a text that tells a story? Can the student make a selection of a text that gives information?

## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story.
- **Craft and Structure:** Identify who is telling a story.

### Reading Standards for Informational Text

- **Craft and Structure:** Use text features to locate key information in a text.

## Differentiated Tasks

### Level 3 Students will...

- Describe characters, setting and events from a story.
- Describe characters and events based on illustrations from a story.
- Determine if a story is being told by the writer or a character.
- Locate the title, author and illustrator of a text.
















### Level 2 Students will...

- Use picture supports to identify characters, setting and events from a story.
- Point to pictures within a story to identify named characters and events.
- Identify a character who is talking in a story.
- Locate the title of a text.

### Level 1 Students will...

- Select a picture to identify a character or an event from a story (single option or errorless choice).
- When presented with an illustration from a story, select a character or an event.
- Select a picture to identify a character who is talking in a story.
- Make a selection to indicate the title of a book.

Have students work in pairs alternating asking and answering questions about the details of the book. Have students use features and pictures from the book to answer and complete the chart

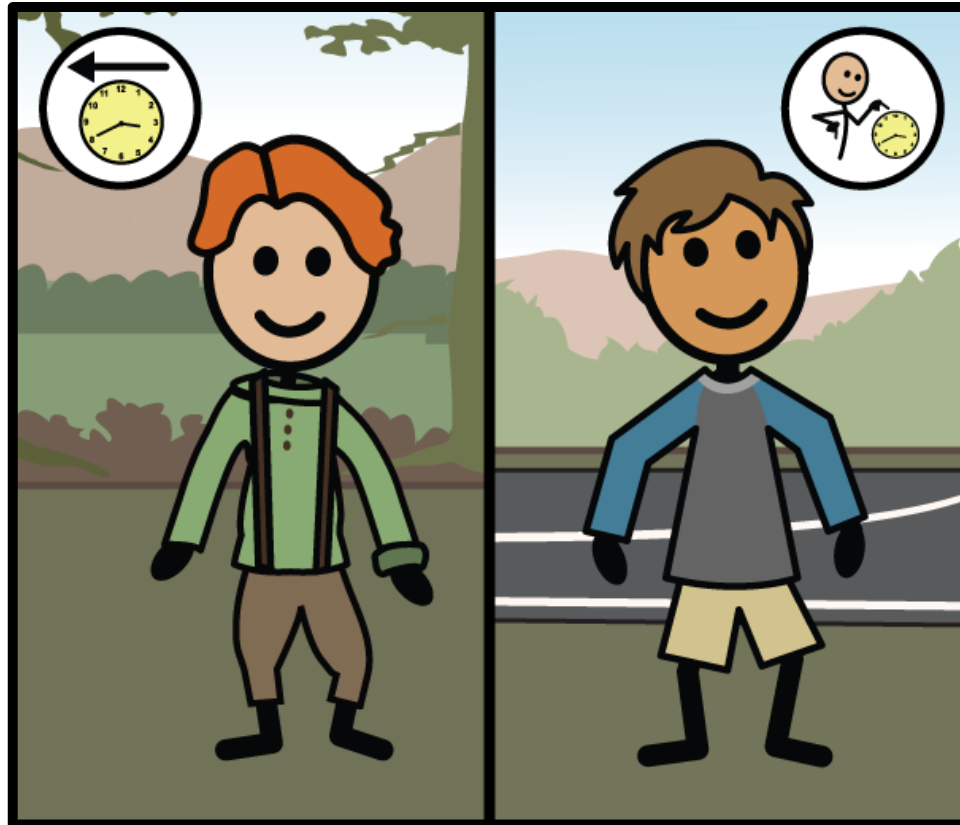
Leveled Book Standards Connection		1 Standards Connection
	Question to Ask	Answer
<b>Title</b> 	What is the name of the story?	
<b>Author</b> 	Who wrote the story?	
<b>Illustrator</b> 	Who drew the pictures?	
<b>Characters</b> 	Who are the people/animals in the story?	
<b>Setting</b> 	Where does the story happen?	
<b>Events</b> 	What happened in this story?	
<b>Narrator</b> 	Who is talking in this story?	<div>Author </div> <div>Character </div>

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ELEM, Unit 3, History, People Long Ago Lesson 1, Leveled Book, Title

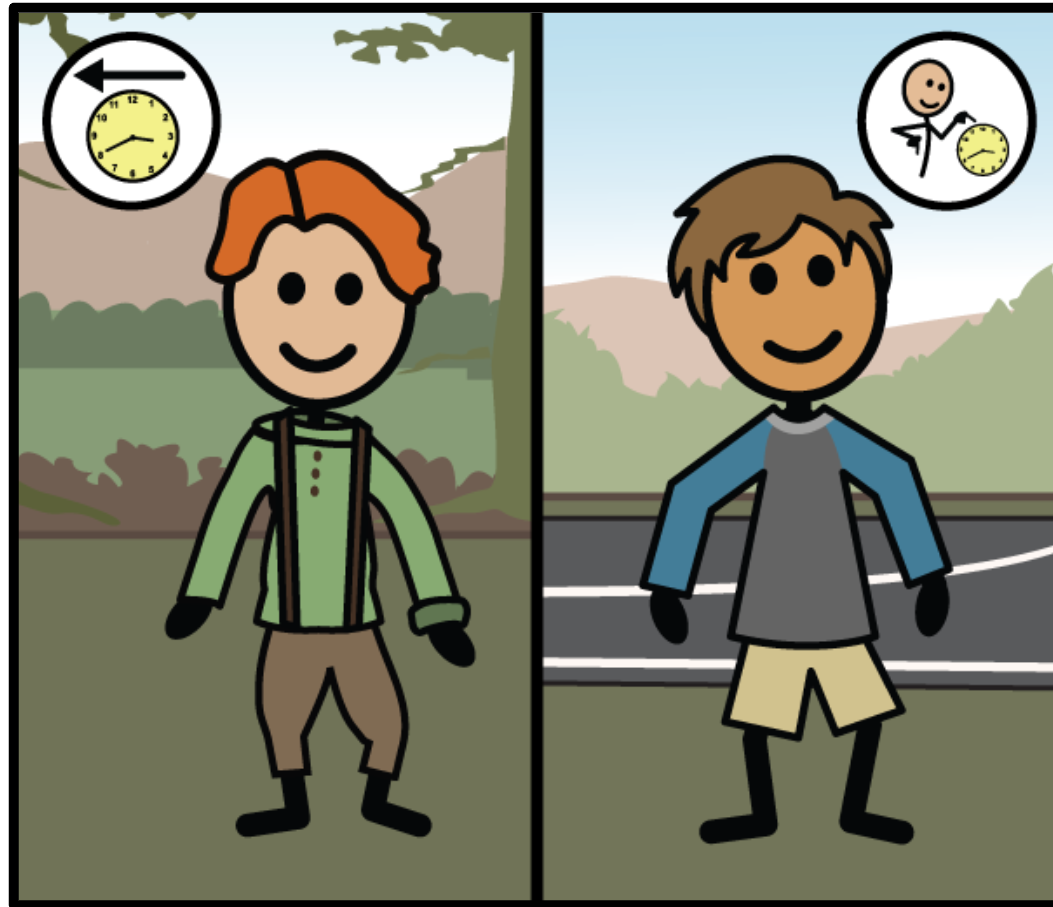
# Needs: Past and Present

Level D



by Emily Weinberger

Illustrated by David Spencer



**Henry is from the past.**

**Mateo is in the present.**

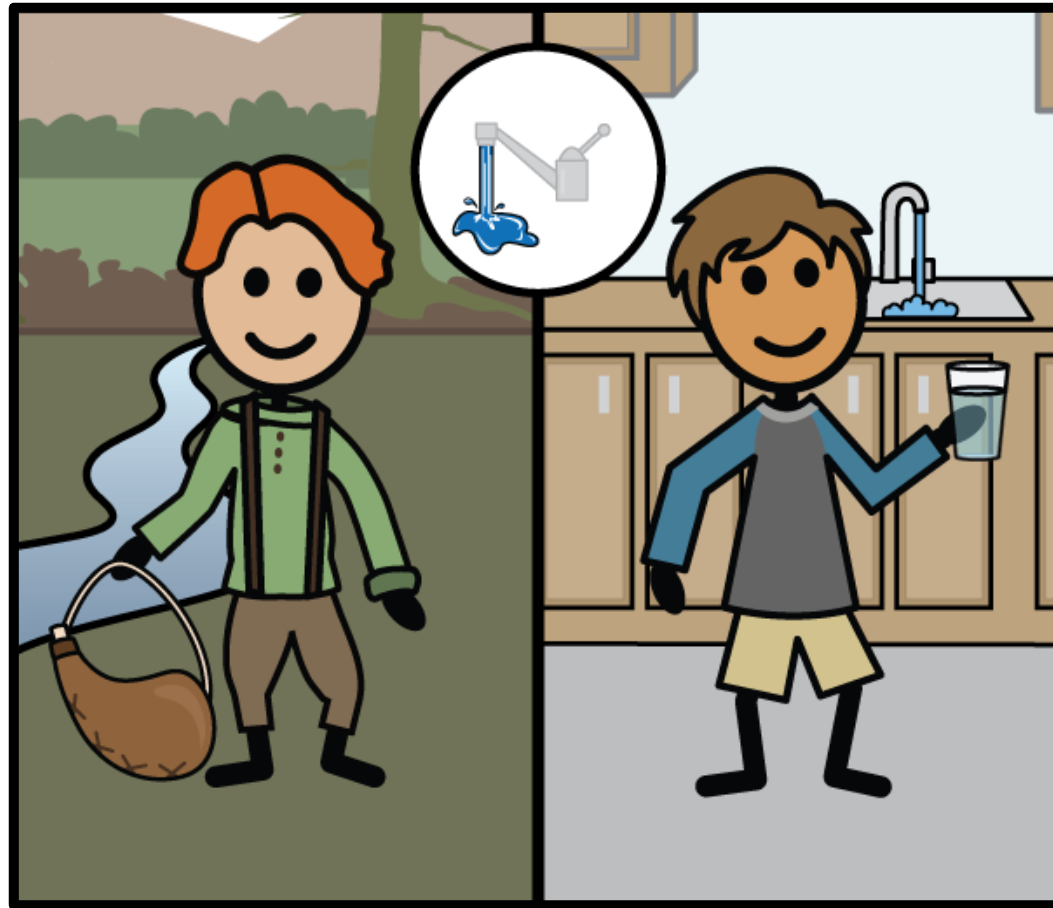
**They need the same things.**



**They both need food to eat.**

**In the past, Henry planted crops.**

**In the present, Mateo goes to the grocery store.**

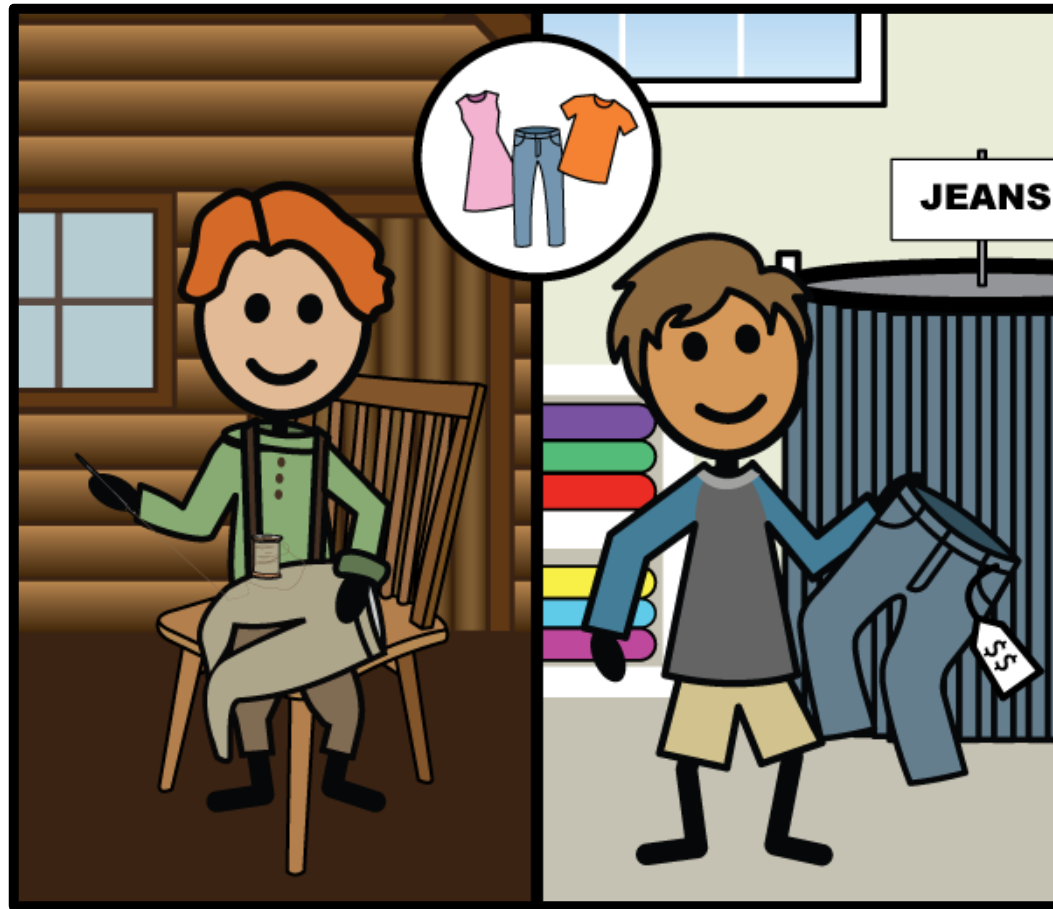


**They both need water to drink.**

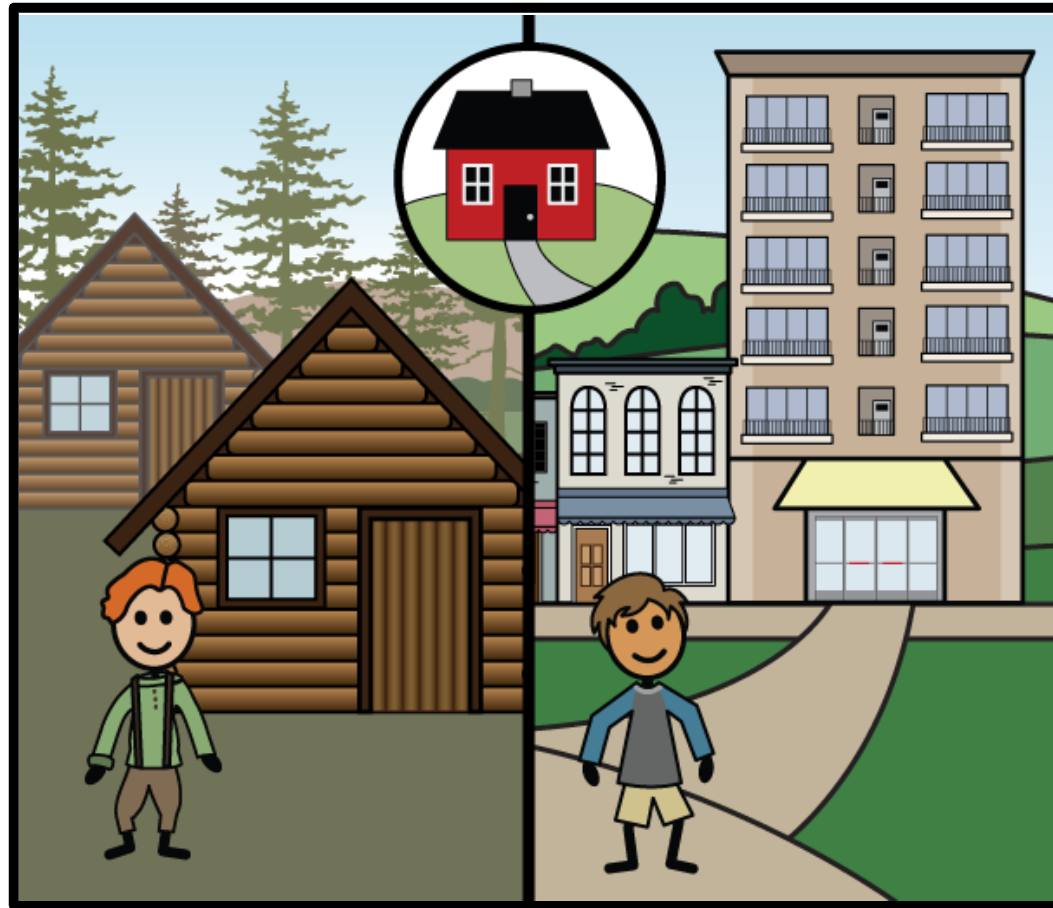
**In the past, Henry got water from the river.**

**In the present, Mateo gets water from a faucet.**





**They both need clothes to wear.**  
**In the past, Henry made his clothes.**  
**In the present, Mateo buys his clothes.**



**They both need a home to live in.**

**In the past, Henry lived in a log cabin.**

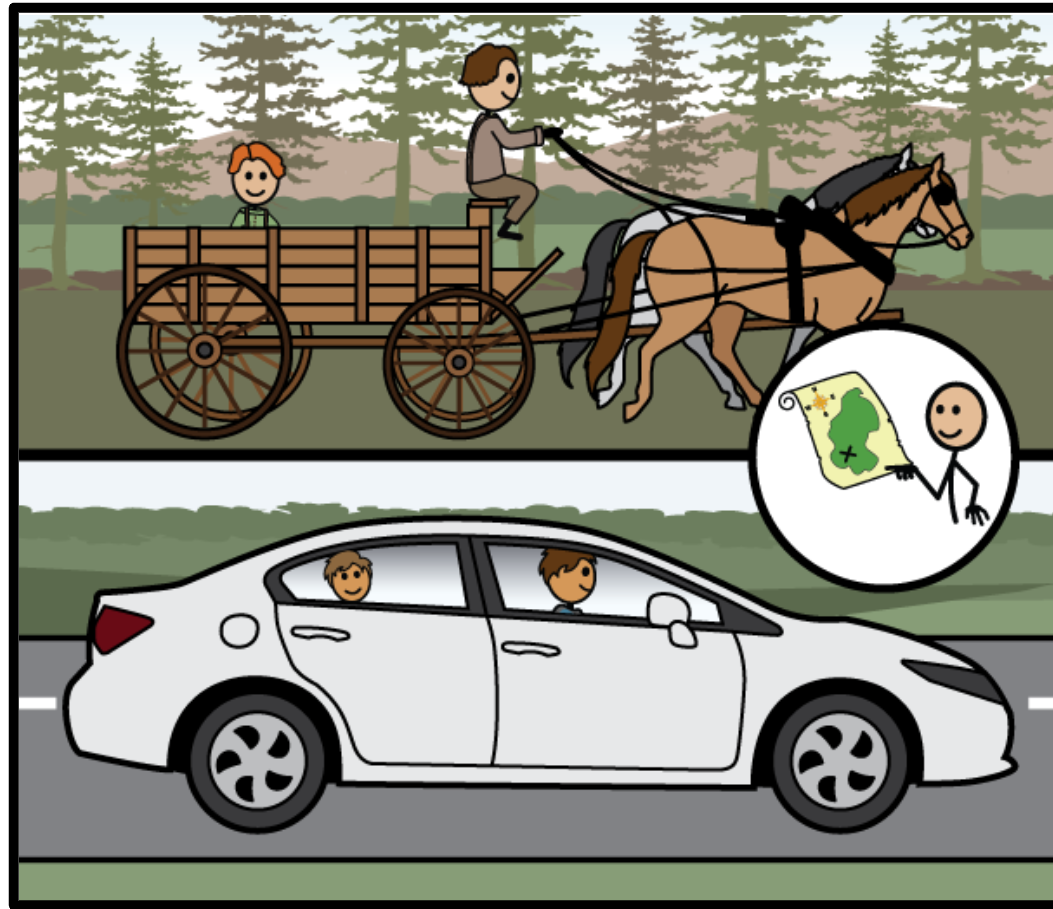
**In the present, Mateo lives in an apartment.**



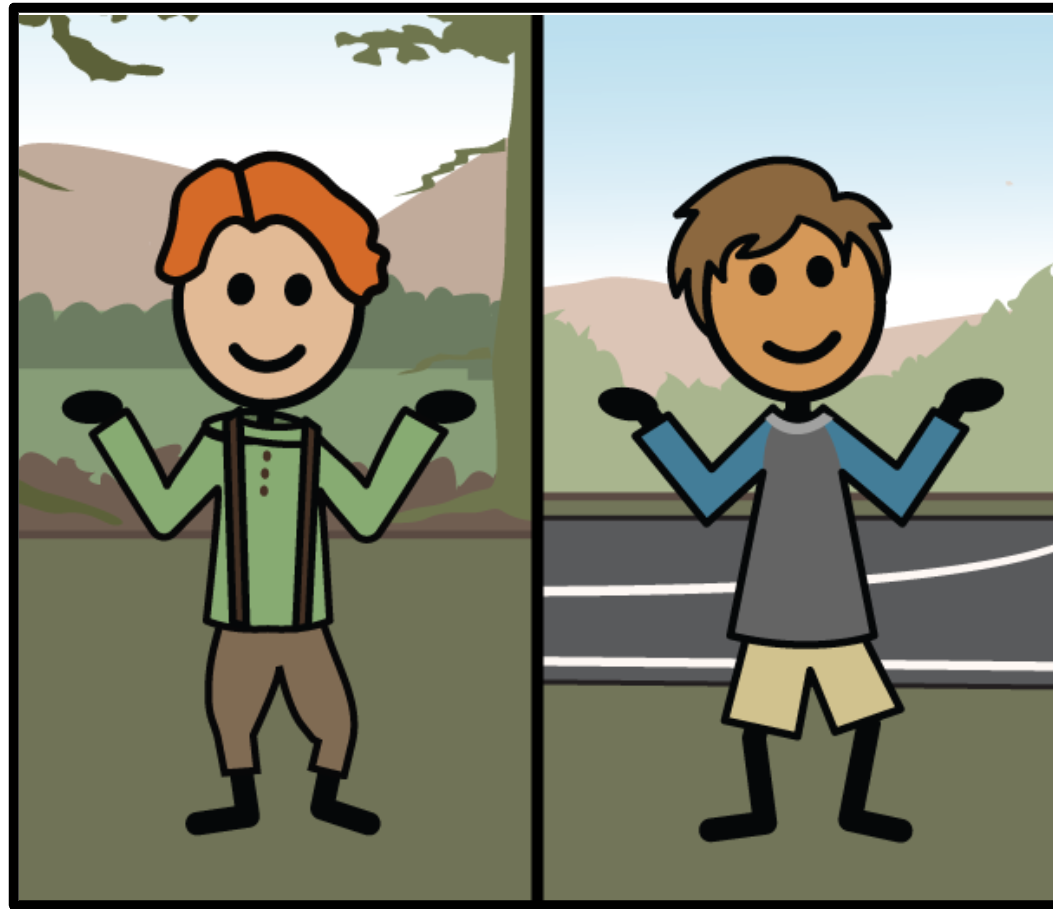
**They both need money to buy things.**

**In the past, Henry traded fur for money.**

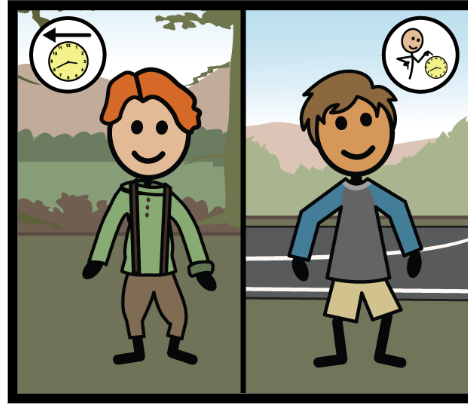
**In the present, Mateo does chores for money.**



**They both need a way to go places.  
In the past, Henry rode in a wagon.  
In the present, Mateo rides in a car.**



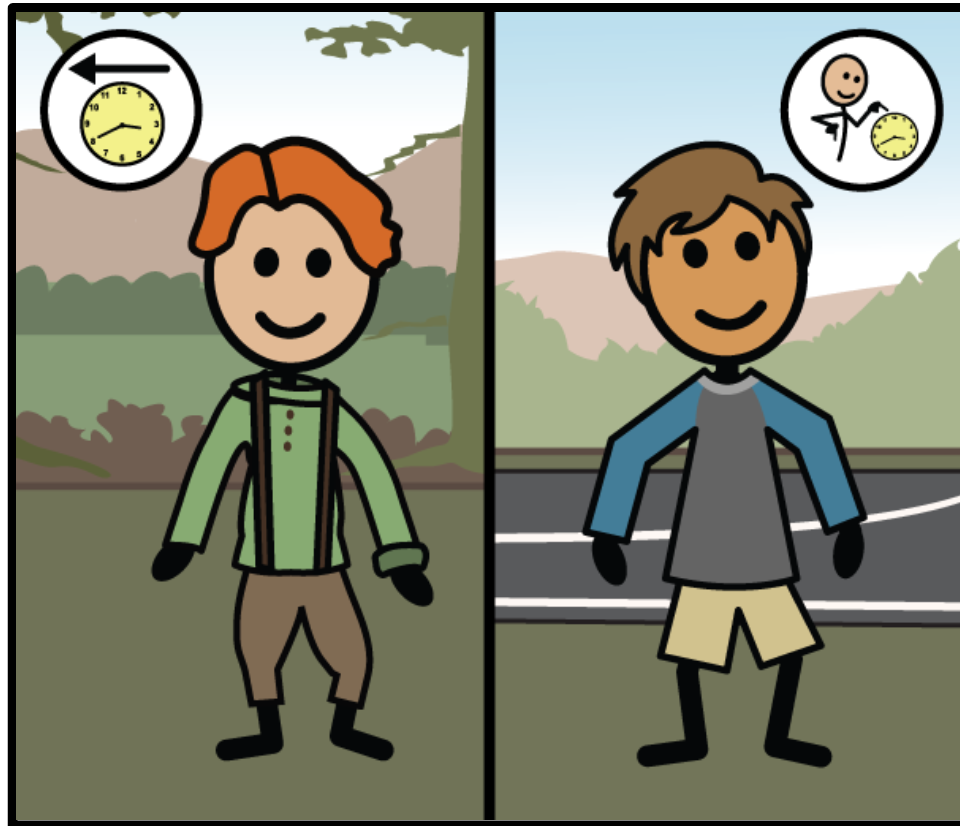
**Henry and Mateo need the same things.  
Do you do things like Henry or Mateo ?**



# The End

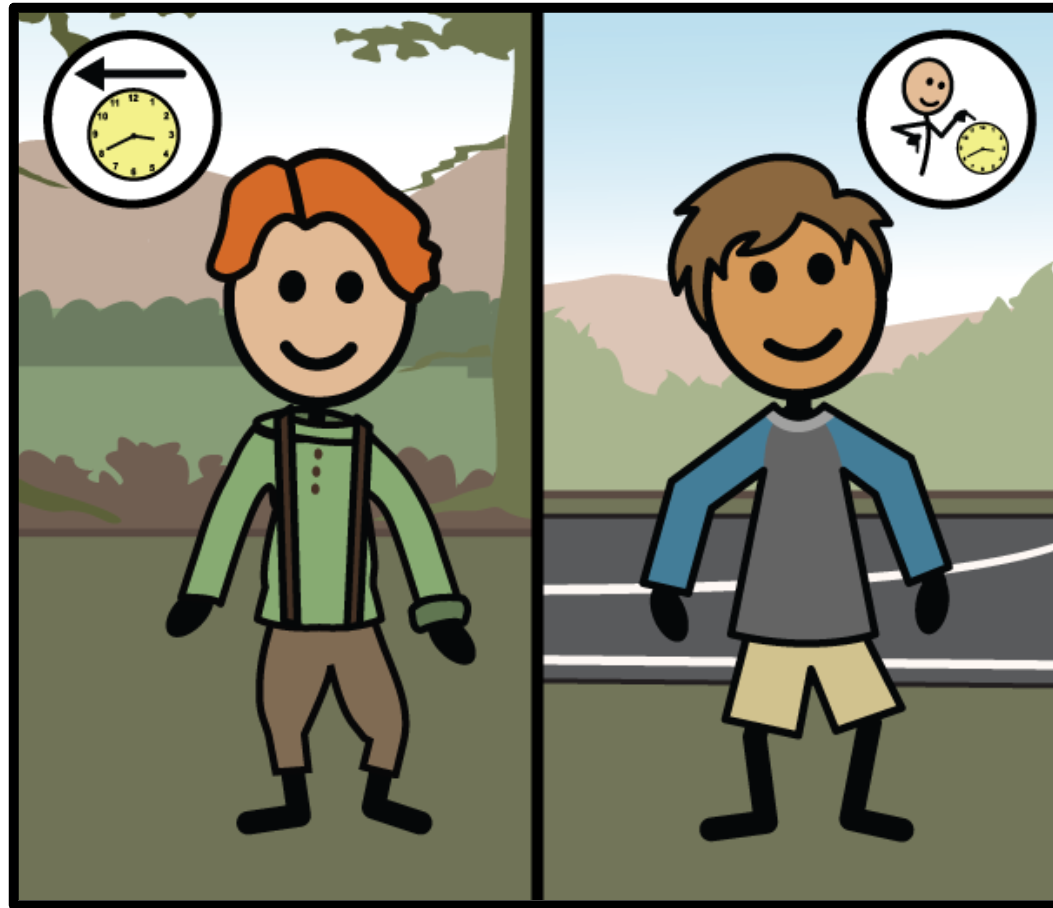
# Needs: Past and Present

Level A



by Emily Weinberger

Illustrated by David Spencer

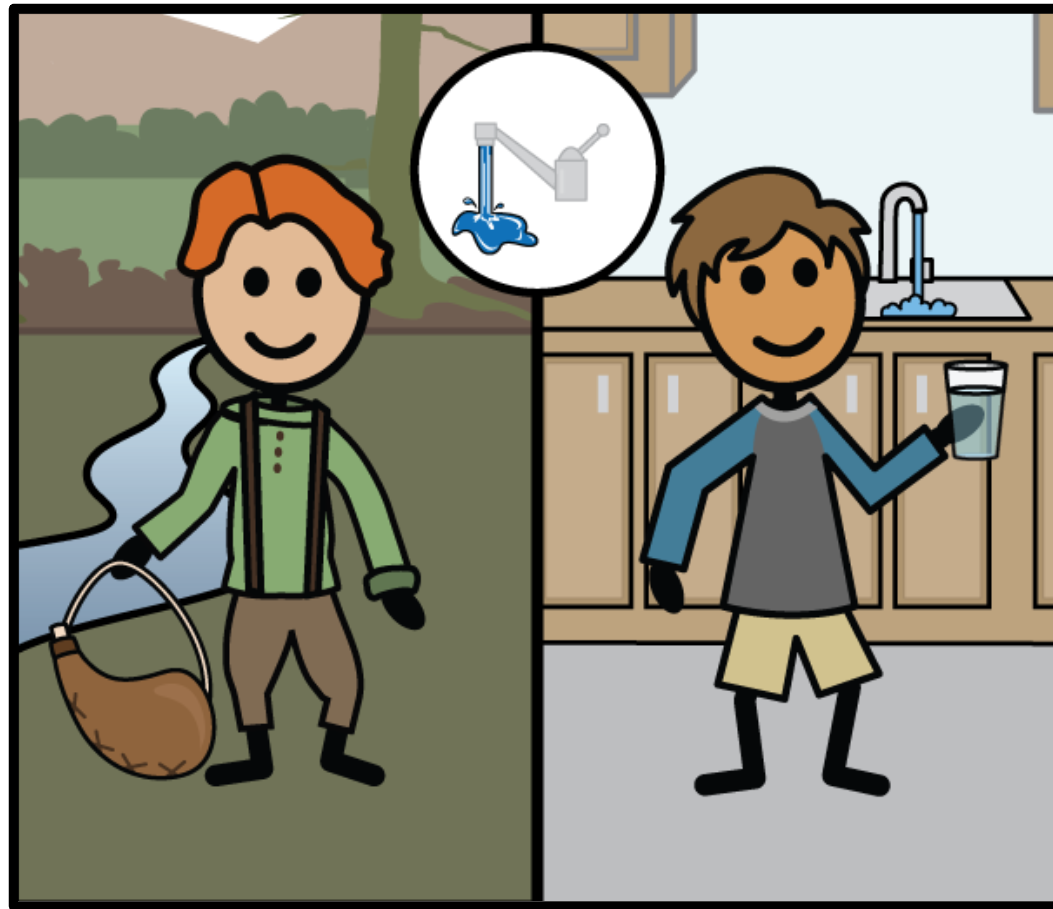


**Henry is from the past.  
Mateo is in the present.  
They both need things.**

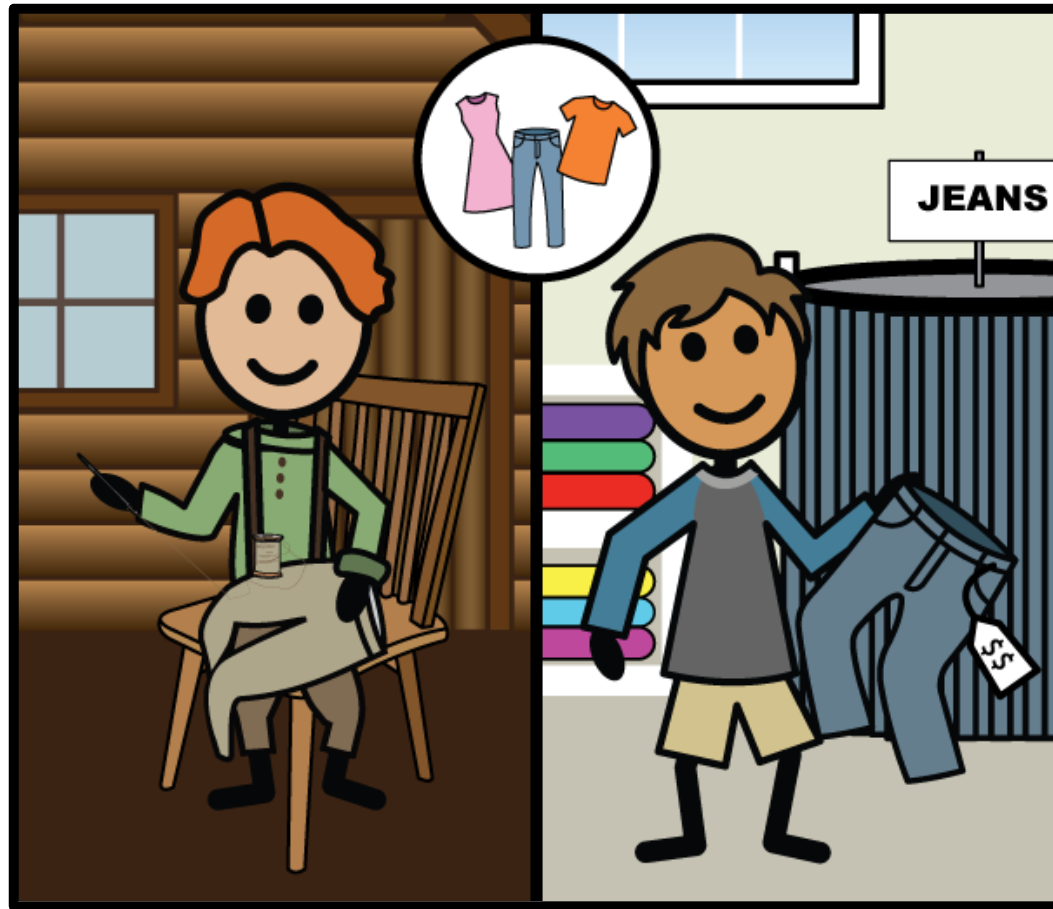




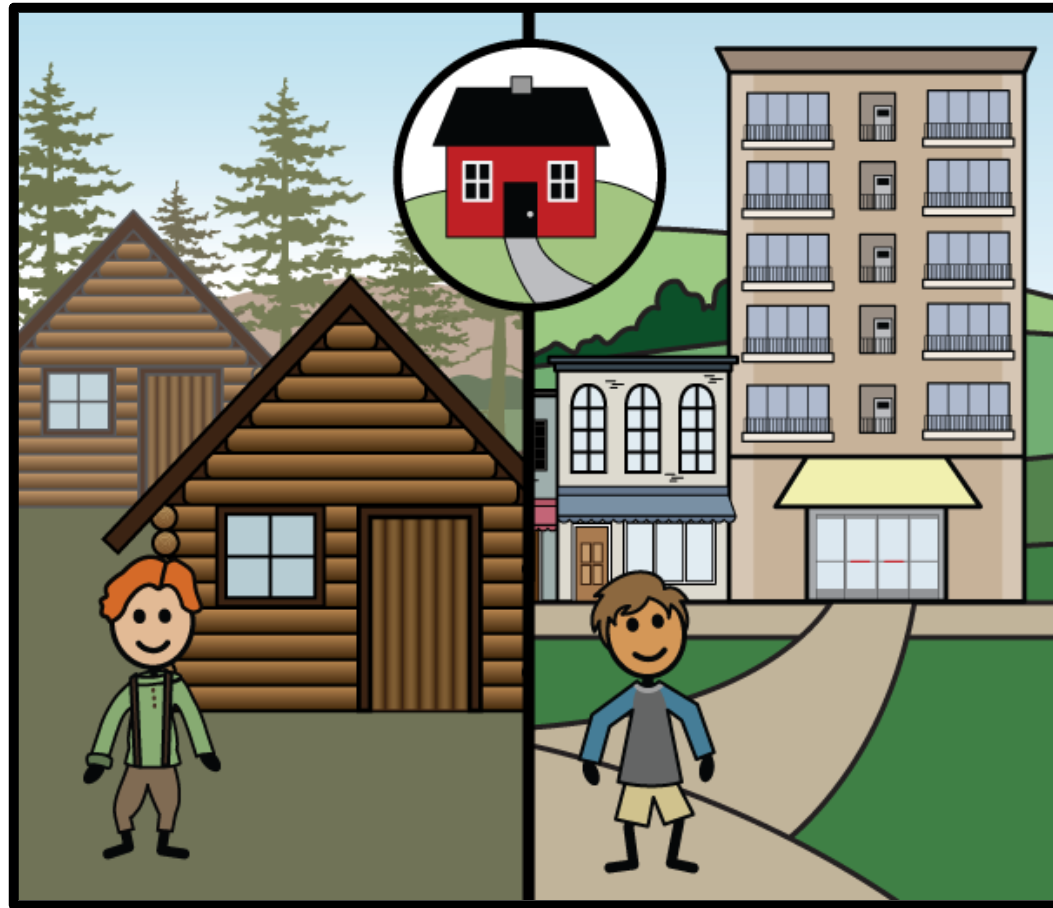
**They both need food.**



**They both need water.**



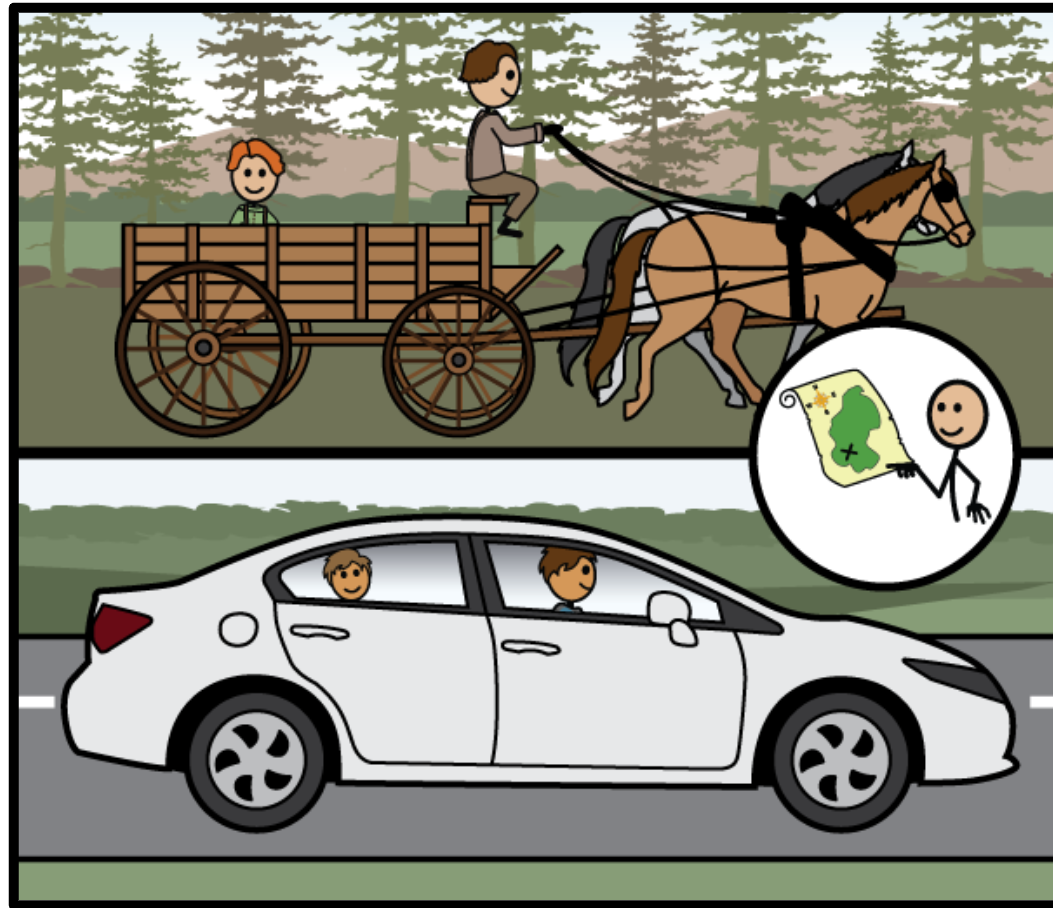
**They both need clothes.**



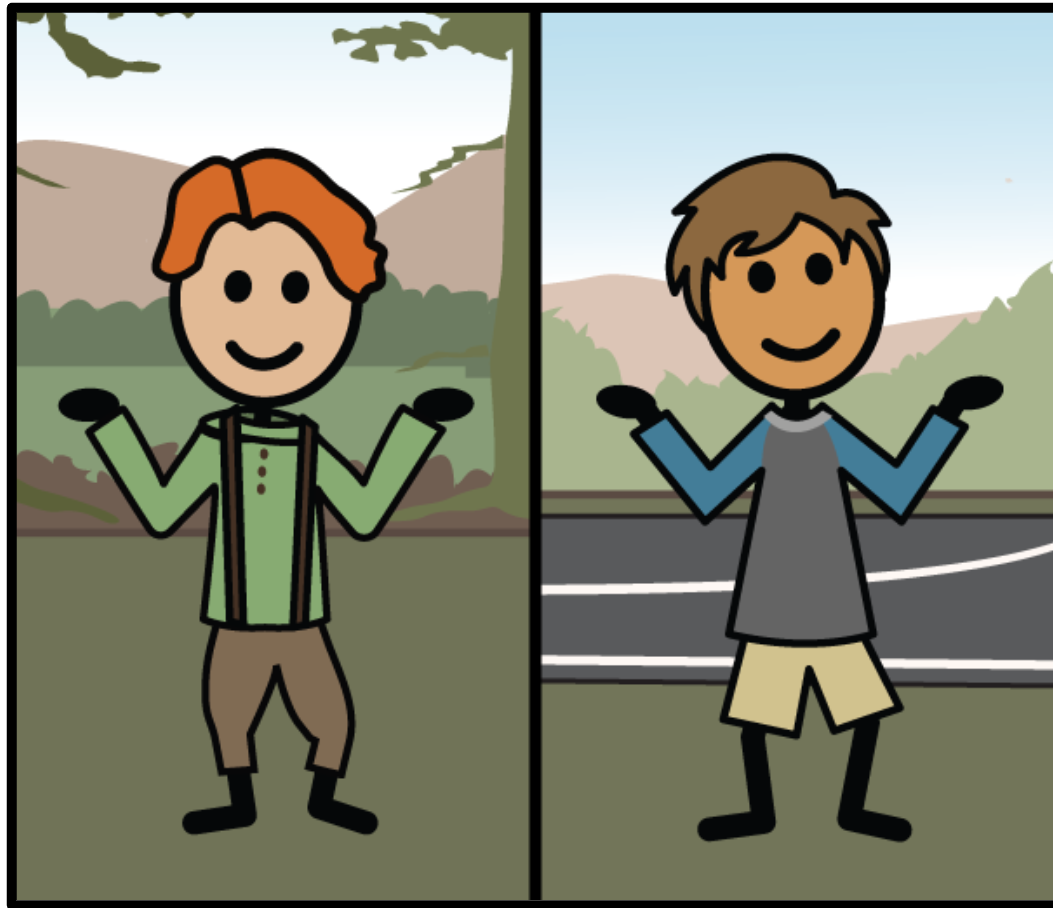
**They both need a home.**



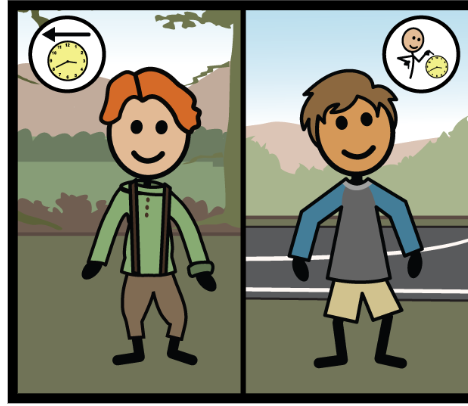
**They both need money.**



**They both need to go places.**



**Do you do things like Henry or Mateo ?**

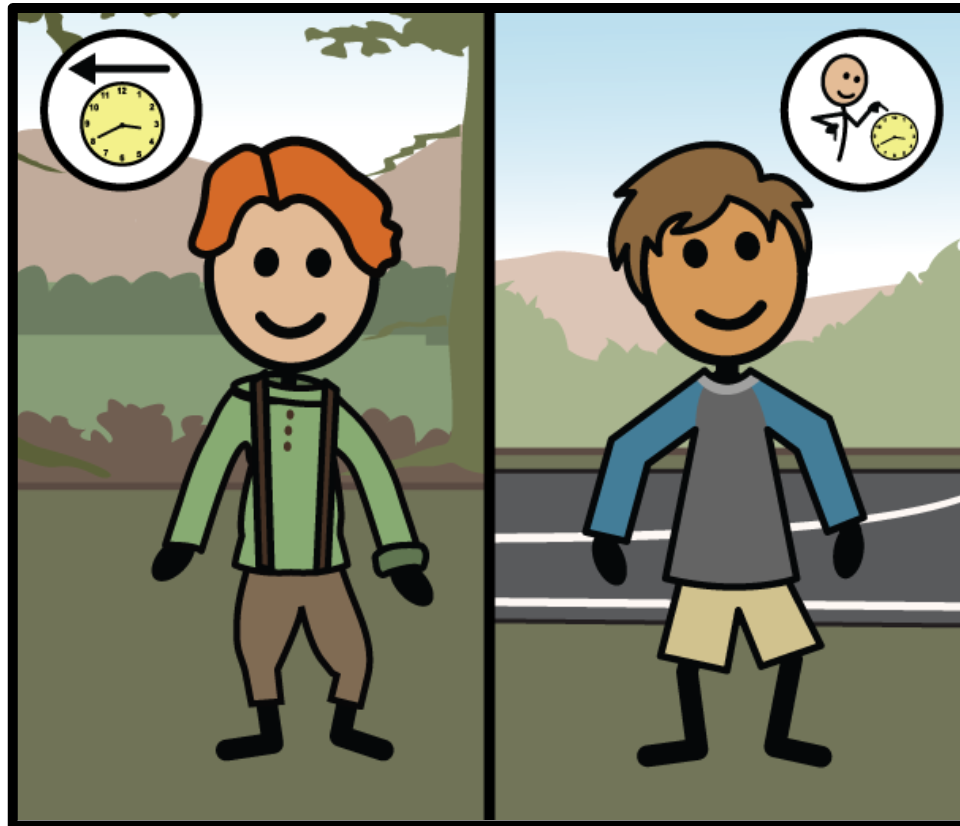


# The End



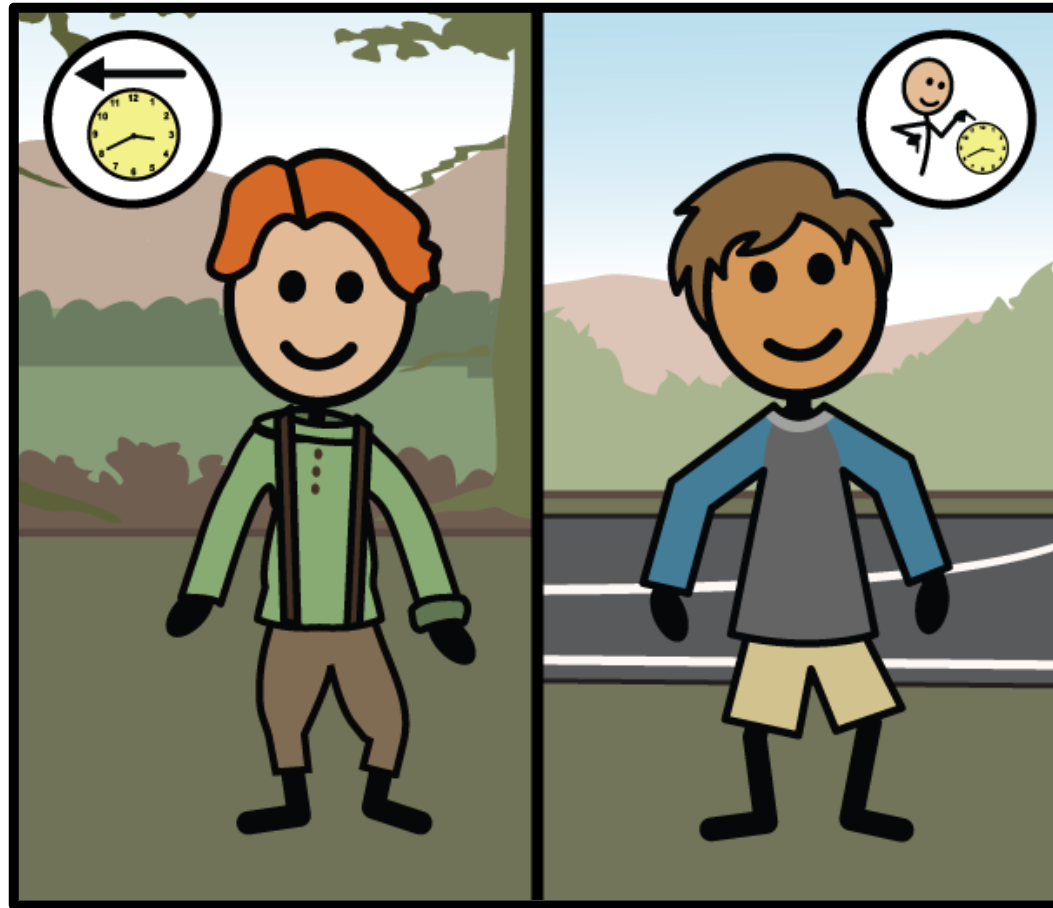
# Needs: Past and Present

Level aa



by Emily Weinberger

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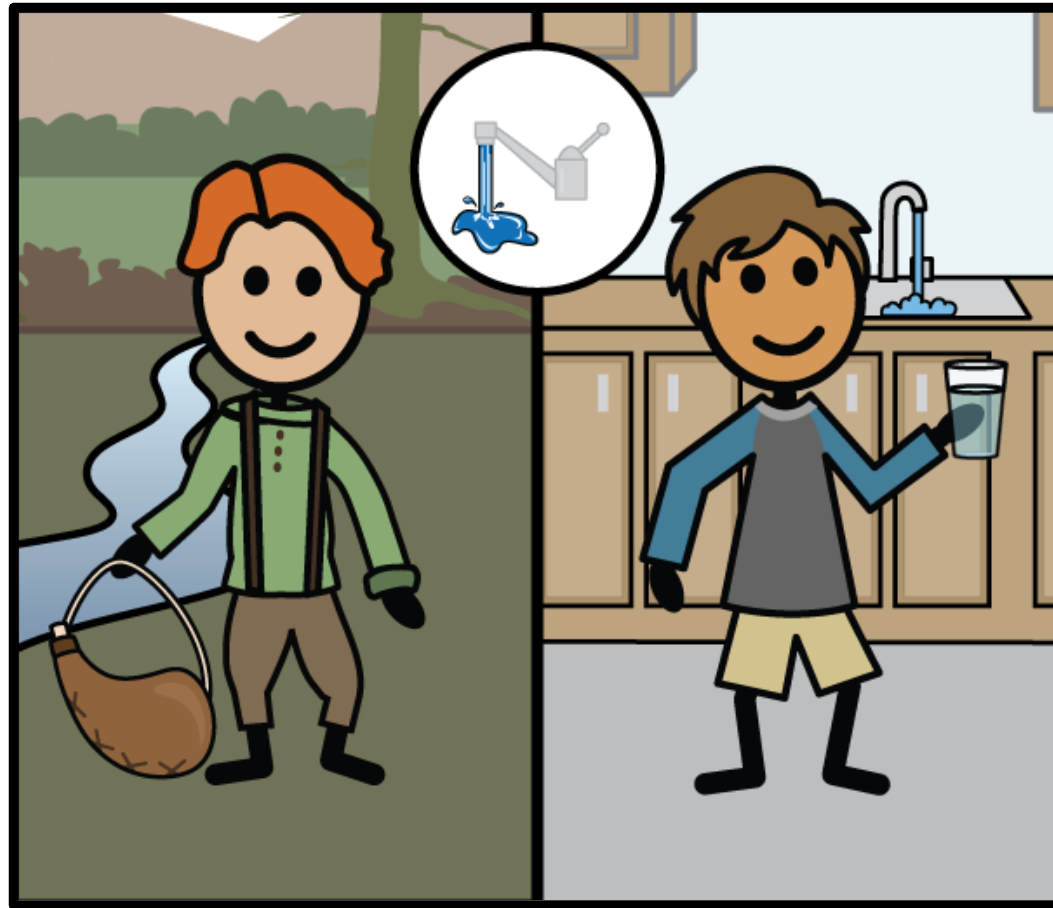


**Past.**

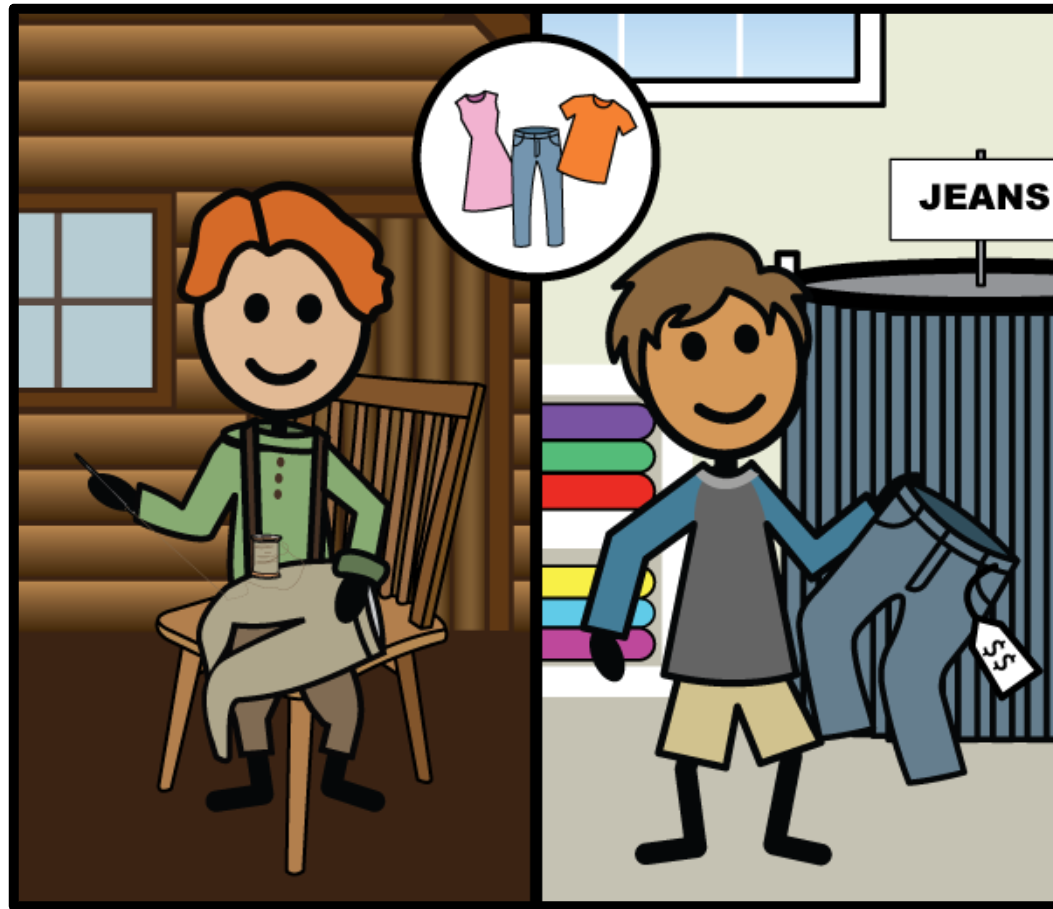
**Present.**



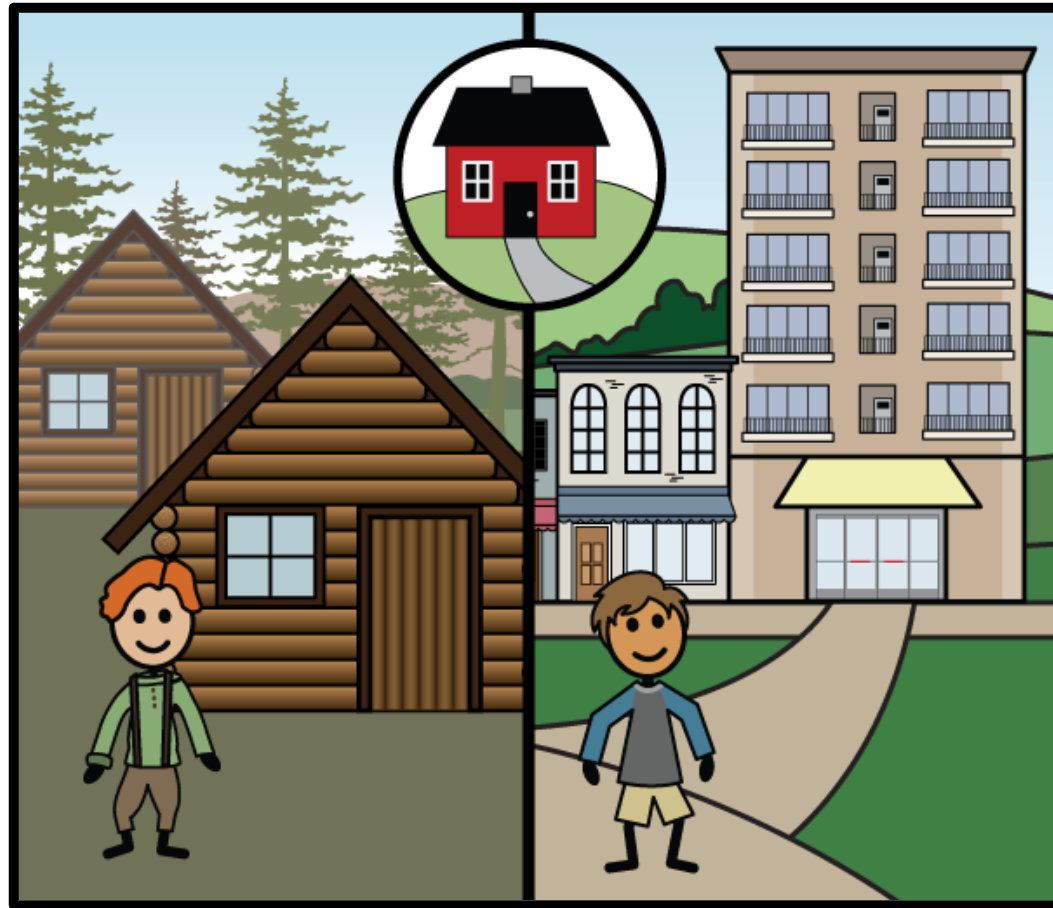
**Food.**



**Water.**



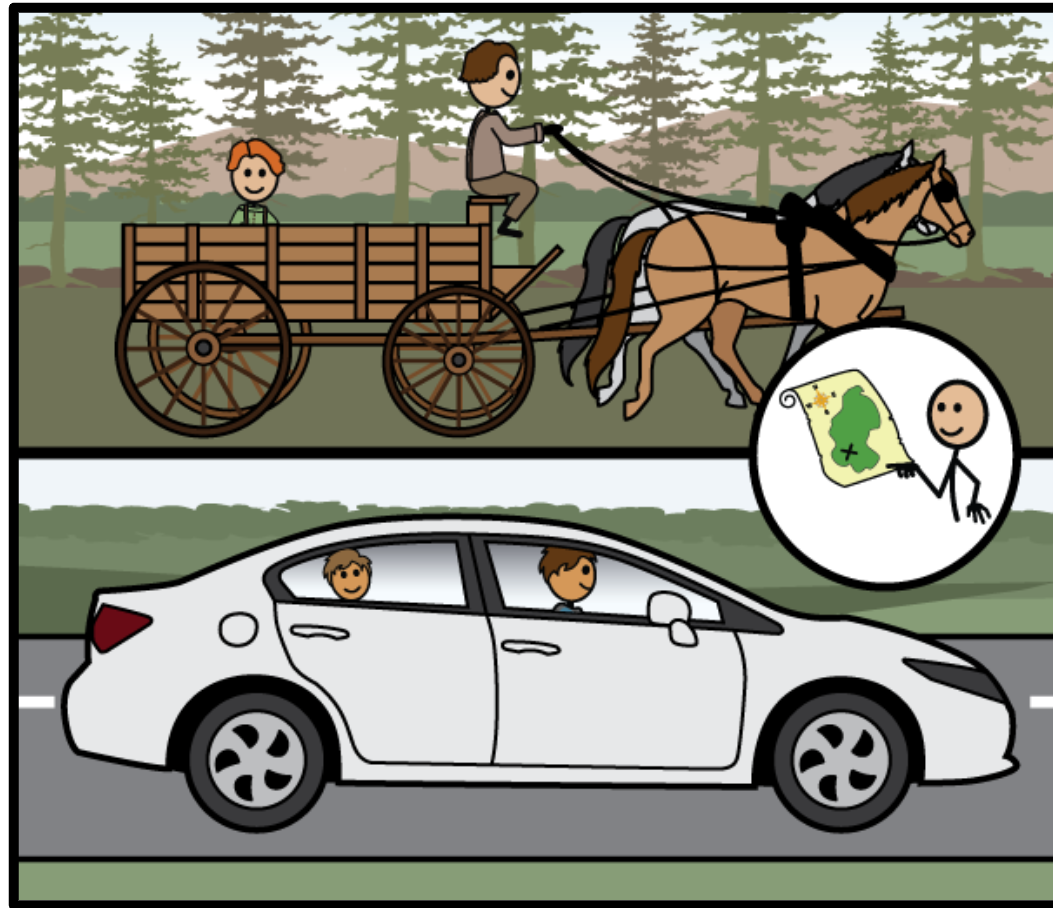
**Clothes.**



**Home.**

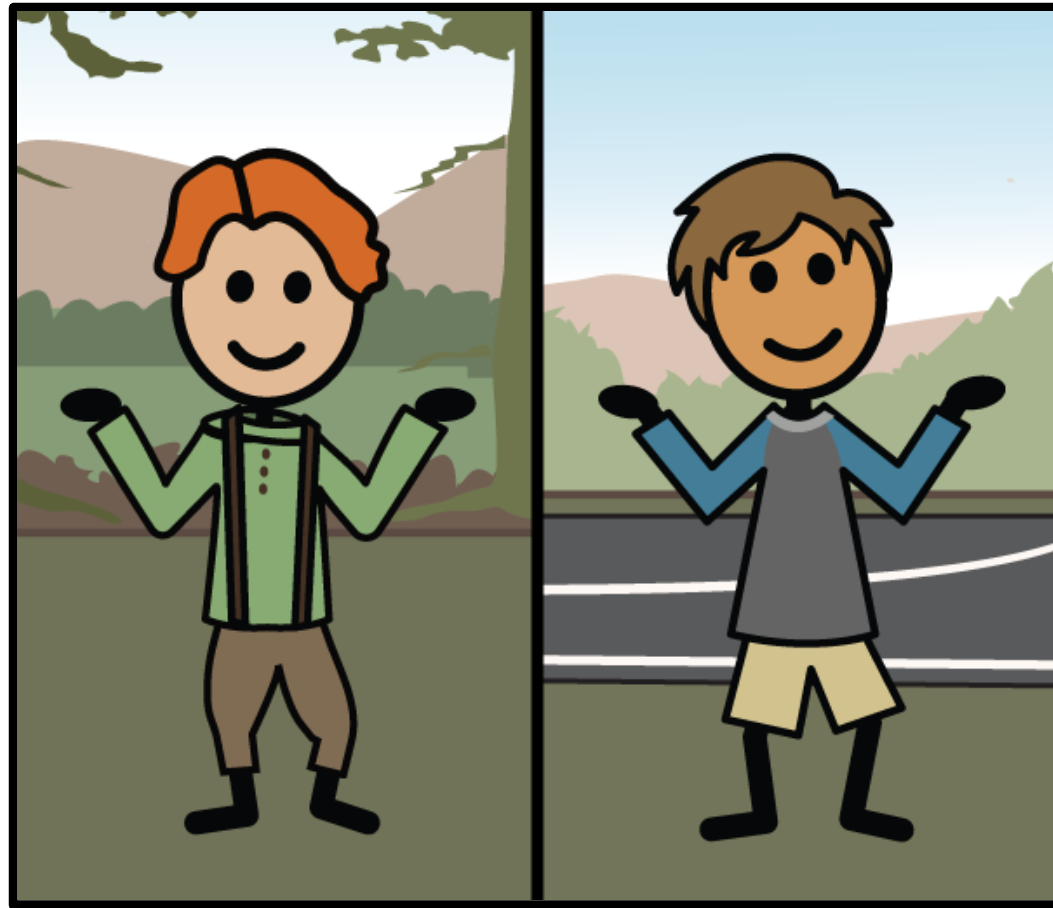


**Money.**



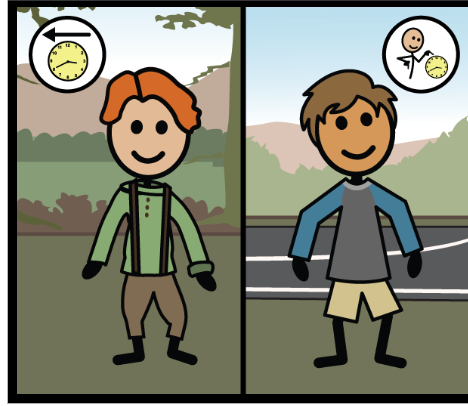
**Go places.**





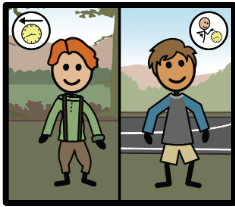
**Henry ?**

**Mateo ?**



# The End

yes



# ***Needs: Past and Present***

no



<b>need</b> 	<b>plant</b> 	<b>past</b> 	<b>Henry</b> 	<b>Mateo</b> 	<b>food</b> 	<b>grocery store</b> 
<b>go</b> 	<b>wear</b> 	<b>present</b> 	<b>water</b> 	<b>river</b> 	<b>faucet</b> 	<b>clothes</b> 
<b>buy</b> 	<b>live</b> 	<b>same</b> 	<b>home</b> 	<b>log cabin</b> 	<b>apartment</b> 	<b>money</b> 
<b>trade</b> 	<b>ride</b> 		<b>fur</b> 	<b>chore</b> 	<b>wagon</b> 	<b>car</b> 





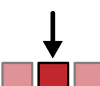


Within each category, pictures are listed from left to right in the order in which they appear in the text.

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_




















## Story

	 Yes	 No
 Are there characters?		
 Is there a setting?		
 Is there a beginning, middle and end?		
 Are there illustrations?		
 Did the author make up a story?		



## Informational Text

	 Yes	 No
 Is there a main idea?		
 Does it tell about facts?		
 Are there photographs or text features?		
 Is the text written to give information?		

	 <b>Question to Ask</b>	 <b>Answer</b>
<b>Title</b> 	What is the name of the story?	
<b>Author</b> 	Who wrote the story?	
<b>Illustrator</b> 	Who drew the pictures?	
<b>Characters</b> 	Who are the people/animals in the story?	
<b>Setting</b> 	Where does the story happen?	
<b>Events</b> 	What happened in this story?	
<b>Narrator</b> 	Who is talking in this story?	<div>Author </div> <div>Character </div>