

First Grade	Quarter 3: Meaning-Based Curriculum Map-EL	Module 3
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● 80% of our students will graduate from high school college or career ready</li> <li>● 90% of students will graduate on time</li> <li>● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on <a href="#">page 3</a>).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The guidance documents also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum maps are meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between <b>skills-based</b> and <b>meaning-based competencies</b>, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should <b>integrate practice of both competencies</b>, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> <li>● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.</li> <li>● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. <a href="#">Research demonstrates</a> that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided.</li> </ul> <p>For additional information, visit the specified grade’s <a href="#">K-3 Journeys Foundational Skills Scope &amp; Sequence</a>.</p>		

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<p><b>Guidance for the ELA Block</b></p>		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> <li>• <b>Building Foundational Literacy Skills (minimum of 60 minutes daily)</b> – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.</li> <li>• <b>Working with High-Quality Texts (60 minutes daily EL lessons)</b> – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.</li> <li>• <b>A Volume of Reading (as much as possible)</b> – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.</li> </ul> <p>These recommendations align to the <a href="#">TDOE recommendations</a> for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive <b>a total of 150 minutes</b> of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see <a href="#">Suggested Foundational Skills Block Framework</a> document for guidance on how to structure your foundational literacy time).</p>		
<p><b>Guidance for Small Group Instruction</b></p>		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p> <p><b>Possible workstations for K – 2<sup>nd</sup> grade are listed below. Guided Reading</b> - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with the use of decodable texts, the teacher may provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.</p> <ul style="list-style-type: none"> <li>• <b>Reading Comprehension</b> – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading.</li> <li>• <b>Vocabulary</b> – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the guidance document, and possible activities include the <i>Journeys</i> flipbooks, word games, word sorts, and using words in context.</li> <li>• <b>Fluency</b> – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and <i>Journeys</i> cold read passages.</li> <li>• <b>Phonics</b> – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the <i>Journeys</i> flipchart.</li> <li>• <b>Independent Reading</b> - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading.</li> </ul>		

## SCS Instructional Framework

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

## In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

## Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

## ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

**ESSA**

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

**ESL: English Language Development**

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

**Model Performance Indicators (MPIs):** Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

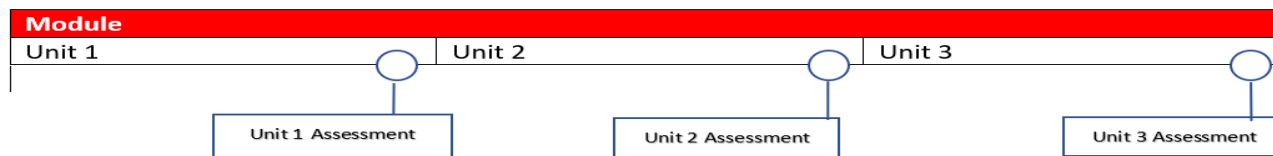
	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>



**Meaning-Based Instruction: Structure of an EL Module:**

Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment.



**3 Dimensions of Student Work: Principles that underlie the curriculum:**



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

**Module Overview: First Grade Module 3- Birds' Amazing Bodies**

In this module, students build their literacy skills as they engage in an in-depth study of birds' bodies. The module focuses on big ideas derived from the Next Generation Science Standards: Animals have physical features that help them survive; animals behave in ways that help them survive (1.LS1.A. Disciplinary Core Idea).

In Unit 1, students listen to the texts *Just Ducks* by Nicola Davies and *Birds (Scholastic Discover More)* by Penelope Arlon and Tory Gordon-Harris as they answer the unit-guiding question, "What makes a bird a bird?" As students build background knowledge about birds through the texts, they participate in a cycle of reading, talking, and representing (through scientific drawing, writing, role-play, music, and movement).

During Unit 2, students participate in both whole group and small group research to learn more about the form and function of key bird parts: beaks and feathers. Students research using two key anchor texts: *Feathers: Not Just for Flying* by Melissa Stewart and *Beaks!* by Sneed B. Collard III. This cycle of research is anchored by the unit guiding question, "How do birds use their body parts to survive?" Students also continue to refine the scientific drawing skills established in Unit 1. For the Unit 2 Assessment, students show their learning by writing an informational paragraph that describes how beaks or feathers help birds survive (W.1.2, W.1.7).

In Unit 3, students participate in another research cycle to learn about how a specific bird's key parts help them to survive in their habitat. Students' class and small group research is anchored by the National Geographic Kids text *Little Kids First Big Book of Birds* by Catherine D. Hughes. For the Unit 3 Assessment, students participate in a Science Talk focused on the question: "How do specific birds use their body parts to survive?" For the performance task, students create Expert Bird Riddle cards and Expert Bird Scientific Drawing cards for a riddle matching game using facts from their research (W.1.5, W.1.7, L.1.1.f, L.1.1.g, L.1.2.b, L.1.2.e).

**Guiding Questions and Big Ideas**

**What makes a bird a bird?**

- *Birds are animals with beaks, feathers, wings, and feet.*
- *There are many different types of birds, and they use their body parts to help them survive.*
- *Despite their differences, there are key features that all birds have in common.*

**How do birds use their body parts to survive?**

- *Birds have specially designed body parts that help them survive.*

**How do specific birds use their body parts to survive?**

- *Some birds have unique and specially designed body parts that help them survive.*

**How do we build our research skills and share our learning?**

- *To write informative texts, writers must read, collect evidence, and discuss their knowledge.*

**Task should align to**

- Topic
- Targets
- Texts

The 4 T's	
<b>Topic</b> Birds' Bodies	<b>Task</b> Expert Bird Riddle card and Expert Bird Scientific Drawing card
<b>Targets</b> W.1.5, W.1.7, L.1.1.f, L.1.1.g, L.1.2.b, L.1.2.e	<b>Texts</b> <i>Birds, Beaks!, Just Ducks, birds, Little Kids First Big Book of Birds, Flight School, Feathers: Not Just or Flying</i>



## First Grade Module 3: Birds’ Amazing Bodies Unit 1: Curriculum Guidance

### Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module/unit, students **work to become ethical people:** habits for how we treat others. Throughout Unit 1, students practice showing empathy (one specific habit of character) toward classmates as they are guided through the process of giving kind and specific feedback to a partner that takes into account the feelings of their partner.

### Unit Assessment: Informational Reading Short Response about Birds

This assessment focuses on students’ comprehension of informational text read aloud. It centers on CCSS ELA RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7 and tasks students with listening to pages 20 and 21 of the text read aloud and then using a student copy of the book to respond to several short response questions and selected response questions about the text and illustrations.

**Assessment Checklists:** During the read-alouds in this unit, teachers may choose to use the Reading Informational Text Checklist to gather data on students’ reading comprehension, specifically progress toward RI.1.1, RI.1.2, RI.1.4, RI.1.7, and RI.1.9. To monitor student progress on W.1.8, teachers may check the student Birds Research notebooks for progress on the standard. In addition, students participate in several discussions throughout the unit. The Speaking and Listening Checklist may be used in conjunction with the conversations to assess progress on SL.1.1a and SL.1.1b. And while students practice standards L.1.1f and L.1.5d in the Openings of this unit, teachers may assess students’ progress on the standards by using the Language Checklist (see Assessment Overview and Resources).

**Required Unit Trade Book(s):** *Birds (Scholastic Discover More)*

**Suggested Pacing:** This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL 1.1, SL.1.1a, SL.1.1b, W.1.8 <u>TN Standards</u> 1.SL.CC.1, 1.W.RBPK.8	Speaking and Listening: Noticing and Wondering about Birds  <b>1. Opening</b> A. Engaging the Learner: Mystery Riddle (10 minutes) <b>2. Work Time</b> A. Reading Aloud: Birds (10 minutes) B. Making Observations: Birds (20 minutes) <b>3. Closing and Assessment</b> A. Structured Discussion: Sharing Our Notices and Wonders (10 minutes)	<ul style="list-style-type: none"> <li>I can gather facts from different resources to explain what I know about birds. (W.1.8)</li> <li>I can participate in a conversation about what I notice and wonder about birds. (SL.1.1, SL.1.1a, SL.1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, use the Writing Checklist to track students’ progress toward W.1.8 (see Assessment Overview and Resources).</li> <li>During the Closing and Assessment A, use the Speaking and Listening Checklist to monitor students’ progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Bird Experiences anchor chart</li> <li>Ideas about Birds anchor chart</li> <li>What Researchers Do anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Pinky Partners Protocol anchor chart</li> </ul>

	B. Shared Writing: Notices and Wonders about Birds (10 min.)			
<p>Lesson 2</p> <p>SL.1.1, SL.1.1a, SL.1.1b, W.1.8</p> <p><b>TN Standards</b></p> <p><b>1.SL.CC.1, 1.W.RBPK.8</b></p>	<p>Speaking, and Listening: Making Observations about Birds</p> <p><b>1. Opening</b> A. Poem and Movement: "Bird Walk" Poem (10 minutes)</p> <p><b>2. Work Time</b> A. Reading Aloud: <i>Just Ducks</i> (10 minutes) B. Making Observations: Birds (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Shared Writing: Notices and Wonders about Birds (10 minutes) B. Independent Writing: Launching Birds Research Notebooks (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can build onto others' ideas while talking about what I know about birds. (SL.1.1.1, SL.1.1a, SL.1.1b)</li> <li>I can gather facts from different resources to explain what I know about birds. (W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).</li> <li>During the Closing and Assessment B, look at students' Birds Research notebooks to track their progress toward W.1.8.</li> </ul>	<ul style="list-style-type: none"> <li>Bird Experiences anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Classroom Discussion Norms anchor chart</li> <li>Ideas about Birds anchor chart</li> </ul>
<p>Lesson 3</p> <p>RI.1.2, RI.1.5, RI.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1f, L.1.4, L.1.5d</p> <p><b>TN Standards</b></p> <p><b>1.RI.KID.2, 1.RI.CS.5, 1.RI.IK1.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6e, 1.FL.VA.7biv</b></p>	<p>Reading and Writing: Group Research: <i>Birds (Scholastic Discover More)</i>, Pages 4–5</p> <p><b>1. Opening</b> A. Poem and Movement: "Bird Walk" Poem (5 minutes)</p> <p><b>2. Work Time</b> A. Reading Aloud to Research Birds: <i>Birds (Scholastic Discover More)</i>, Pages 4–5 (20 minutes) B. Language Dive: <i>Birds (Scholastic Discover More)</i> (10 minutes) C. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Working to Become Ethical People: Empathy (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can use text features in <i>Birds (Scholastic Discover More)</i> to learn about what a bird is. (RI.1.2, RI.1.5, RI.1.7, W.1.8)</li> <li>I can create and label an observational drawing of a green bee eater. (W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, observe students as they begin to distinguish shades of meaning among adjectives and gather data on their progress toward L.1.5d.</li> <li>During the read-aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.3, RI.1.5, and RI.1.7 (see Assessment Overview and Resources).</li> <li>During the Closing, circulate and observe students as they complete page 2 in their Birds Research notebook. Watch for students to draw and label what they observed about the green bee eater to gather data on their progress toward W.1.8.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives Shades of Meaning anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Bird Experiences anchor chart</li> <li>Working to Become Ethical People anchor chart</li> <li>Empathy anchor chart</li> </ul>
<p>Lesson 4</p> <p>RI.1.2, RI.1.3, RI.1.5, RI.1.7,</p>	<p>Reading and Writing: Group Research: <i>Birds (Scholastic Discover More)</i>, Pages 6–7</p>	<ul style="list-style-type: none"> <li>I can read and discuss information about bird colors using the texts <i>Just Ducks</i> and <i>Birds (Scholastic Discover More)</i>. (RI.1.2, RI.1.3, RI.1.5, RI.1.7,</li> </ul>	<ul style="list-style-type: none"> <li>Continue to gather data on students' progress toward L.1.5d as you observe them distinguish shades of meaning among adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives Shades of Meaning anchor chart</li> <li>Physical Characteristics of Birds anchor chart</li> </ul>



<p>RI.1.9, W.1.8, SL.1.1, SL.1.2, L.1.1f, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.5, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6e, 1.FL.VA.7biv</b></p>	<p><b>1. Opening</b>  A. Poem and Movement: "Bird Walk" Poem (10 minutes)</p> <p><b>2. Work Time</b>  A. Engaging the Researcher: <i>Just Ducks</i>, Pages 14–15 (5 minutes)  B. Reading Aloud to Research Bird Colors: <i>Birds (Scholastic Discover More)</i>, Pages 6–7 (20 minutes)  C. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Working to Become Ethical People: Empathy (10 minutes)</p>	<p>RI.1.9, SL.1.1, SL.1.2)</p> <ul style="list-style-type: none"> <li>I can create and label an observational drawing of a great spotted woodpecker. (W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use the Reading Informational Text Checklist during the reading aloud to research in Work Time A to track students' progress toward RI.1.5, RI.1.3, RI.1.2, RI.1.7, and RI.1.9 (see Assessment Overview and Resources).</li> <li>Continue to gather data on students' progress toward W.1.8 as you observe them draw and label what they observe about the great spotted woodpecker.</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Bird Experiences anchor chart</li> <li>Working to Become Ethical People anchor chart</li> <li>Empathy anchor chart</li> </ul>
<p>Lesson 5</p> <p>RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, W.1.8, SL.1.1, SL.1.2, L.1.1f, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.5, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6e, 1.FL.VA.7a, 1.FL.VA.7biv</b></p>	<p>Reading and Writing: Group Research: <i>Birds (Scholastic Discover More)</i>, Pages 14–15</p> <p><b>1. Opening</b>  A. Poem and Movement: "Bird Walk" Poem (10 minutes)</p> <p><b>2. Work Time</b>  A. Engaging the Researcher: <i>Just Ducks</i>, Pages 10–11 (5 minutes)  B. Reading Aloud to Research Bird Beaks: <i>Birds (Scholastic Discover More)</i>, Pages 14–15 (20 minutes)  C. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Working to Become Ethical People: Empathy (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can read and discuss information about bird beaks using the texts <i>Just Ducks</i> and <i>Birds (Scholastic Discover More)</i>. (RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, SL.1.1, SL.1.12)</li> <li>I can create and label an observational drawing of a mallard duck. (W.1.8, L.1.1f)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to gather data on students' progress toward L.1.5d as you observe them distinguish shades of meaning among adjectives.</li> <li>Continue to use the Reading Informational Text Checklist during the reading aloud to research bird beaks in Work Time A to track students' progress toward RI.1.2, RI.1.3, RI.1.5, RI.1.7, and RI.1.9 (see Assessment Overview and Resources).</li> <li>During the Closing, circulate and observe students as they complete the Birds Research notebook. Watch for students to draw and label what they observe and accurately use descriptive adjectives to describe birds to gather data on their progress toward W.1.8 and L.1.1f.</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Physical Characteristics of Birds anchor chart</li> <li>Empathy anchor chart</li> </ul>
<p>Lesson 6</p> <p>RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, W.1.8, SL.1.1, SL.1.2, L.1.1f, L.1.5d</p>	<p>Reading and Writing: Group Research: <i>Birds (Scholastic Discover More)</i>, Pages 8–9</p> <p><b>1. Opening</b>  A. Developing Language: Adjectives (10 minutes)</p> <p><b>2. Work Time</b></p>	<ul style="list-style-type: none"> <li>I can read and discuss information about bird feathers using the texts <i>Just Ducks</i> and <i>Birds (Scholastic Discover More)</i>. (RI.1.2, RI.1.3, RI.1.5, RI.1.7, RI.1.9, SL.1.1, SL.1.2)</li> <li>I can create and label an observational drawing of a peacock. (W.1.8, L.1.1f,</li> </ul>	<ul style="list-style-type: none"> <li>Continue to gather data on students' progress toward L.1.5d as you observe students distinguish shades of meaning among adjectives.</li> <li>Continue to use the Reading Informational Text Checklist during the reading aloud to research bird feathers in Work Time A to track</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives Shades of Meaning, Version 2 anchor chart</li> <li>Physical Characteristics of Birds anchor chart</li> <li>Bird Experiences anchor chart</li> <li>Empathy anchor chart</li> </ul>

<p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.5, 1.RI.IKI.7,</b>  <b>1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2,</b>  <b>1.FL.SC.6e, 1.FL.VA.7a, 1.FL.VA.7biv</b></p>	<p>A. Engaging the Researcher: <i>Just Ducks</i>, Pages 16–17 (5 minutes)          B. Reading Aloud to Research Bird Feathers: <i>Birds (Scholastic Discover More)</i>, Pages 8–9 (20 minutes)          C. Independent Writing: Birds Research Notebook (15 minutes)  <b>3. Closing and Assessment</b>          A. Working to Become Ethical People: Empathy (10 minutes)</p>	<p>L.1.5d)</p>	<p>students’ progress toward RI.1.2, RI.1.3, RI.1.5, RI.1.7, and RI.1.9 (see Assessment Overview and Resources).          • Continue to gather data on students’ progress toward W.1.8, L.1.1f, and L.1.5d as you observe them draw, label, and write using descriptive adjectives about the peacock.</p>	
<p>Lesson 7</p> <p>RI.1.2, RI.1.3,          RI.1.4, RI.1.5,          RI.1.7, W.1.8, SL.1.1,          SL.1.1a, SL.1.2, L.1.1f, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.5, 1.RI.IKI.7,</b>  <b>1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2,</b>  <b>1.FL.SC.6e, 1.FL.VA.7a, 1.FL.VA.7biv</b></p>	<p>Reading and Writing: Group Research: <i>Birds (Scholastic Discover More)</i>, Pages 18–19</p> <p><b>1. Opening</b>          A. Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)</p> <p><b>2. Work Time</b>          A. Engaging the Researcher: Mallard Duck Feet Observation (5 minutes)          B. Reading Aloud to Research Bird Feet: <i>Birds (Scholastic Discover More)</i>, Pages 18–19 (20 minutes)          C. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b>          A. Working to Become Ethical People: Empathy (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can read and discuss information about bird feet using the text <i>Birds (Scholastic Discover More)</i>. (RI.1.2, RI.1.3, RI.1.5, RI.1.7, SL.1.1, SL.1.1a, SL.1.2)</li> <li>• I can create and label an observational drawing of a bald eagle. (W.1.8, L.1.1f, L.1.5d)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, use the Language Checklist to gather data on students’ progress toward L.1.1f and L.1.5d.</li> <li>• Continue to use the Reading Informational Text Checklist during the reading aloud to research bird beaks in Work Time A to track students’ progress toward RI.1.2, RI.1.3, RI.1.5, RI.1.9 (see Assessment Overview and Resources).</li> <li>• Continue to gather data in Work Time C on students’ progress toward W.1.8, L.1.1f, and L.1.5d as you observe them draw, label, and write using descriptive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives Shades of Meaning, Version 2 anchor chart</li> <li>• Physical Characteristics of Birds anchor chart</li> <li>• Bird Experiences anchor chart</li> <li>• Empathy anchor chart</li> </ul>
<p>Lesson 8</p> <p>RI.1.2, RI.1.3,          RI.1.4, RI.1.5,          RI.1.7, W.1.8,          SL.1.2, L.1.1f, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.5, 1.RI.IKI.7,</b>  <b>1.W.RBPK.8, 1.SL.CC.1, 1.FL.SC.6e,</b>  <b>1.FL.VA.7a, 1.FL.VA.7biv</b></p>	<p>Unit 1 Assessment: <i>Birds (Scholastic Discover More)</i>, Pages 20–21</p> <p><b>1. Opening</b>          A. Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)</p> <p><b>2. Work Time</b>          A. Engaging the Researcher: <i>Just Ducks</i>, Page 10 (5 minutes)          B. Reading Aloud to Research Birds of Prey: <i>Birds (Scholastic</i></p>	<p>I can find information and answer questions about a new kind of bird in the text <i>Birds (Scholastic Discover More)</i>. (RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, W.1.8, SL.1.2)</p>	<ul style="list-style-type: none"> <li>• During the Opening, use the Language Checklist to gather data on students’ progress toward L.1.1f and L.1.5d (see Assessment Overview and Resources).</li> <li>• Use thereflection on learning in the Closing to assess students’ internalization of reading skills and to adjust future lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives Shades of Meaning anchor chart</li> <li>• Physical Characteristics of Birds anchor chart</li> <li>• What Researchers Do anchor chart</li> <li>• Bird Experiences anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> <li>• Empathy anchor chart</li> </ul>

	<p><i>Discover More</i>), Pages 20–21 (15 minutes)                  C. Unit 1 Assessment: <i>Birds</i> (<i>Scholastic Discover More</i>), Pages 20–21 (20 minutes)  <b>3. Closing and Assessment</b>                  A. Reflecting on Learning (10 minutes)</p>			
<p>Lesson 9</p> <p>W.1.8, SL.1.1, SL.1.1.a, SL.1.2, L.1.1f, L.1.5d</p> <p><b>TN Standards</b>  <b>1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6e, 1.FL.VA.7a, 1.FL.VA.7biv</b></p>	<p>Independent Writing: Creating a Final Annotated Bird Drawing</p> <p><b>1. Opening</b>                  A. Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)</p> <p><b>2. Work Time</b>                  A. Independent Writing: Birds Research Notebook (30 minutes)                  B. Pinky Partners Protocol: Sharing Our Final Drawings (10 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. Working to Become Ethical People: Empathy (10 min)</p>	<ul style="list-style-type: none"> <li>• I can create and label a final observational drawing of one of the birds in my Birds Research notebook. (W.1.8, L.1.1f, L.1.5d)</li> <li>• I can use the classroom discussion norms to talk with a partner about my final observational drawing. (SL.1.1, SL.1.1a, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, use the Language Checklist to gather data on students’ progress toward L.1.1f and L.1.5d (see Assessment Overview and Resources).</li> <li>• Monitor students’ conversations by using the Classroom Discussion Norms anchor chart to support students who may need guidance or reminders. (SL.1.1, SL.1.1a, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Pinky Partners Protocol anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> <li>• Classroom Discussion Norms anchor chart</li> </ul>
<p>Lesson 10</p> <p>W.1.8, SL.1.1, SL.1.1a, SL.1.1b, SL.1.2</p> <p><b>TN Standards</b>  <b>1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2,</b></p>	<p>Science Talk: What Makes a Bird a Bird?</p> <p><b>1. Opening</b>                  A. Poem and Movement: “Wandering through the Zoo” Poem (10 minutes)</p> <p><b>2. Work Time</b>                  A. Independent Writing: Preparing for a Science Talk (20 minutes)                  B. Science Talk Protocol: What Makes a Bird a Bird? (20 minutes)</p> <p><b>3. Closing and Assessment</b>                  A. End of Unit Reflection (10 min)</p>	<ul style="list-style-type: none"> <li>• I can write one or more descriptive sentences to show my learning about what makes a bird a bird. (W.1.8)</li> <li>• I can participate in a Science Talk to show my learning about what makes a bird a bird. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Speaking and Listening Checklist to monitor students’ progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas about Birds anchor chart</li> <li>• Physical Characteristics of Birds anchor chart</li> <li>• Science Talk Protocol anchor chart</li> <li>• Classroom Discussion Norms anchor chart</li> <li>• Back-to-Back and Face-to-Face Protocol anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> </ul>



First Grade Module 3: Birds’ Amazing Bodies Unit 2: Curriculum Guidance

**Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus**

In this module, students **work to become ethical people** by treating others with compassion. Throughout Unit 2, students practice showing compassion when collaborating with classmates during group research.

**Unit Assessment: Informative Writing: Birds’ Body Parts Help Them Survive**

This assessment centers on ELA CCSS W.1.2 and W.1.7 and requires students to write an informative paragraph to answer the research question “How do birds use their body parts to survive?” Students choose to write about either feathers or beaks—the body parts the class has researched and taken notes on during the unit.

**Assessment Checklists:** During the read-alouds in this unit, teachers may choose to use the Reading Informational Checklist to gather data on students’ reading comprehension, specifically progress toward RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, and RI.1.9. Similar to Unit 1, to monitor student progress on W.1.8, teachers may check the student Birds Research notebooks for progress on the standard. In addition, students participate in several discussions throughout the unit. The Speaking and Listening Checklist may be used in conjunction with the conversations to assess progress on SL.1.1a and SL.1.1b. And while students practice standards L.1.1f and L.1.5d in the Openings of this unit, teachers may assess students’ progress on the standards by using the Language Checklist (see Assessment Overview and Resources).

**Required Unit Trade Book(s):** *Feathers: Not Just for Flying; Beaks!*

**Suggested Pacing:** This unit is approximately 3.5 weeks or 17 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 W.1.8, SL.1.1, SL.1.1a, SL.1.1b, L.1.4  <b>TN Standards</b> 1.W.RBPK.8, 1.SL.CC.1, 1.FL.VA.7a	Reading, Speaking, and Listening: Bird Feathers and Beaks  <b>1. Opening</b> A. Engaging the Learner: “Mystery Bird Body Parts” (10 minutes)  <b>2. Work Time</b> A. Reading Aloud: <i>Flight School</i> (10 minutes) B. Close Viewing Protocol: Observations about Beaks and Feathers (25 minutes)  <b>3. Closing and Assessment</b> A. Shared Writing: Observations about Beaks and Feathers (15 minutes)	<ul style="list-style-type: none"> <li>I can closely view pictures to gather information about bird <i>beaks</i> and feathers. (W.1.8, SL.1.1)</li> <li>I can participate in a conversation about what I observe and wonder about bird beaks and feathers. (SL.1.1a, SL.1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>During the Close Viewing protocol in Work Time Band the Closing, use the Speaking and Listening Checklist to monitor students’ progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).</li> <li>During the writing portion of the Close Viewing protocol in Work Time B, use the Writing Checklist to track students’ progress toward W.1.8 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Close Viewing Protocol</li> <li>Close Viewing Protocol anchor chart</li> <li>Observations About <i>Beaks</i> and Feathers anchor chart</li> </ul>
Lesson 2 RI.1.2, RI.1.4,	Introducing the Research Text: <i>Feathers: Not Just for Flying</i>	<ul style="list-style-type: none"> <li>I can determine the main idea of the text <i>Feathers: Not Just for Flying</i>. (RI.1.2, RI.1.7, W.1.7).</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Reading Informational Text Checklist to track students’ progress toward (RI.1.2,</li> </ul>	<ul style="list-style-type: none"> <li>What Researchers Do anchor chart</li> <li>Unit 2 Learning Plan anchor chart</li> <li>Questions We Can Ask During a</li> </ul>

<p>RI.1.5, RI.1.7, W.1.7, SL.1.1, SL.1.1a, SL.1.2, L.1.4</p> <p><b>TN Standards</b> 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.5, 1.RI.IKI.7, 1.W.RBPK.7, 1.SL.CC.1, 1.FL.VA.7a, 1.FL.SC.e</p>	<p><b>1. Opening</b> A. Song and Movement: “Spied a Feather” (10 minutes)</p> <p><b>2. Work Time</b> A. Reading Aloud to Determine Main Idea and Text Structure: <i>Feathers: Not Just for Flying</i> (25 minutes) B. Language Dive: <i>Feathers: Not Just for Flying, Page 2</i> (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Musical Circles Protocol: Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can describe the structure of the text <i>Feathers: Not Just for Flying</i>. (RI.1.5, SL.1.2)</li> </ul>	<p>RI.1.5, and RI.1.7) (see Assessment Overview and Resources).</p> <ul style="list-style-type: none"> <li>During the Closing, circulate and observe as students briefly discuss with a partner which academic goals they are excited to meet in the unit. Consider using the Speaking and</li> <li>Listening Checklist to document students’ progress toward <b>SL.1.1</b> (see Assessment Overview and Resources).</li> </ul>	<p>Language Dive anchor chart</p> <ul style="list-style-type: none"> <li>Musical Circles Protocol</li> <li>Musical Circles anchor chart</li> <li>Classroom Discussion Norms anchor chart</li> </ul>
<p>Lesson 3</p> <p>RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.2, L.1.1f, L.1.1g, L.1.4</p> <p><b>TN Standards</b> 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.5, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.VA.7a, 1.FL.SC.6e, 1.FL.SC.6f, 1.FL.VA.7a</p>	<p>Reading Aloud to Research and Take Notes: <i>Feathers: Not Just for Flying</i></p> <p><b>1. Opening</b> A. Developing Language: Say It with Similes (10 minutes)</p> <p><b>2. Work Time</b> A. Reading Aloud to Research Feathers: <i>Feathers: Not Just for Flying</i> (25 minutes) B. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Musical Circles Protocol: Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can use text features to research information about feathers using the text <i>Feathers: Not Just for Flying</i>. (RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, SL.1.2)</li> <li>I can explain the purpose of a semi-plume feather using pictures and words. (W.1.8, L.1.1f, L.1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>During the research reading in Work Time A, use the Reading Informational Text Checklist to track students’ progress toward RI.1.2, RI.1.4, RI.1.5, RI.1.6, and RI.1.7) (see Assessment Overview and Resources).</li> <li>Review students’ drawing and writing from Work Time B using the Informational Writing Checklist to check progress toward W.1.8, L.1.1f, and L.1.1g (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Feathers Similes anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Unit 2 Learning Plan anchor chart</li> <li>Musical Circles Protocol</li> <li>Musical Circles anchor chart</li> <li>Classroom Discussion Norms anchor chart</li> </ul>
<p>Lesson 4</p> <p>W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.2, L.1.1f, L.1.1g, L.1.4</p> <p><b>TN Standards</b> 1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.FL.VA.7a, 1.FL.SC.6e, 1.FL.SC.6f, 1.FL.VA.7a</p>	<p>Shared Writing, Part I: Birds’ Feathers Help Them Survive</p> <p><b>1. Opening</b> A. Developing Language: Say It with Similes (10 minutes)</p> <p><b>2. Work Time</b> A. Shared Writing: Drafting Focus Statement and First Detail Sentences (25 minutes) B. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Musical Circles Protocol: Reflecting</p>	<ul style="list-style-type: none"> <li>I can contribute to the focus statement and detail sentences in a piece of shared writing. (W.1.2, W.1.7, W.1.8)</li> <li>I can explain the purpose of a contour feather using pictures and words. (W.1.8, L.1f, L.1.g)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review students’ drawing and writing from Work Time B using the Informational Writing Checklist to check progress toward W.1.8, L.1.1f, L.1.1g (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Feathers Similes anchor chart</li> <li>Role-Play Protocol for Informational Texts</li> <li>Role-Play Protocol for Informational Texts anchor chart</li> <li>What Researchers Do anchor chart</li> <li>Parts of an Informational Paragraph anchor chart</li> <li>Unit 2 Learning Plan anchor chart</li> <li>Classroom Discussion Norms anchor chart</li> </ul>

<p>Lesson 5</p> <p>W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.2, L.1.1f, L.1.1g, L.1.4</p> <p><b>TN Standards</b>  <b>1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8,</b>  <b>1.SL.CC.1, 1.FL.VA.7a, 1.FL.SC.6e,</b>  <b>1.FL.SC.6f, 1.FL.VA.7a</b></p>	<p>on Learning (10 minutes)</p> <p>Shared Writing, Part II: Birds’ Feathers Help Them Survive</p> <p><b>1. Opening</b>  A. Developing Language: Say It with Similes (10 minutes)</p> <p><b>2. Work Time</b>  A. Shared Writing: Drafting Second Detail Sentences and Conclusion (25 minutes)  B. Independent Writing: Birds Research Notebook (15 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can contribute to the second detail sentences and conclusion in a piece of shared writing. (W.1.2, W.1.7, W.1.8)</li> <li>• I can explain the purpose of a flight feather using pictures and words. (W.1.8, L.1f, L.1.g)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review students’ drawing and writing from Work Time B using the Informational Writing Checklist to check progress toward W.1.8, L.1.1f, and L.1.1g (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Feathers Similes anchor chart</li> <li>• Role-Play Protocol for Informational Texts</li> <li>• Role-Play Protocol for Informational Texts anchor chart</li> <li>• What Researchers Do anchor chart</li> <li>• Parts of an Informational Paragraph anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> <li>• Back to Back, Face to Face protocol</li> <li>• Back to Back, Face to Face protocol anchor chart</li> <li>• Classroom Discussion Norms anchor chart</li> </ul>
<p>Lesson 6</p> <p>RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.2, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.5, 1.RI.CS.6,</b>  <b>1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8,</b>  <b>1.SL.CC.1, 1.SL.CC.2, 1.FL.VA.7b</b></p>	<p>Research Reading, Session 1: Pages 3-4 of <i>Beaks!</i></p> <p><b>1. Opening</b>  A. Developing Language: Volley for Vocabulary (10 minutes)</p> <p><b>2. Work Time</b>  A. Reading Aloud to Research and Take Notes: <i>Beaks!</i>, Pages 3–4 (25 minutes)  B. Shared Discussion: Reflecting on Unit 2 Guiding Question (10 minutes)  C. Movement: Bird Simon Says (5 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can research information about different types of bird beaks using the text <i>Beaks!</i> (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</li> <li>• I can collaborate with classmates to discuss evidence we’ve gathered about the Unit 2 guiding question. (SL.1.1, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, observe students as they begin to distinguish shades of meaning among verbs and gather data on their progress toward L.1.5d.</li> <li>• During the reading aloud to research in Work Time A, use the Reading Informational Text Checklist to track students’ progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Overview and Resources).</li> <li>• During Work Times A and B, use the Speaking and Listening Checklist to monitor students’ progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Bird Experiences anchor chart</li> <li>• Observations About Beaks and Feathers anchor chart</li> <li>• Pinky Partners Protocol</li> <li>• Pinky Partners Protocol anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> </ul>
<p>Lesson 7</p> <p>RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1g, L.1.5d</p>	<p>Research Reading, Session 2: Pages 5, 6, and 9 of <i>Beaks!</i></p> <p><b>1. Opening</b>  A. Developing Language: Volley for Vocabulary (10 minutes)</p> <p><b>2. Work Time</b>  A. Reading Aloud to Research and Take Notes:</p>	<ul style="list-style-type: none"> <li>• I can research information about different types of bird beaks using the text <i>Beaks!</i> (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</li> <li>• I can explain the purpose of a hummingbird’s beak using pictures and words. (W.1.8, L.1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Volley for Vocabulary protocol in the Opening, continue to gather data on students’ progress toward L.1.5d as they distinguish shades of meaning among verbs.</li> <li>• During the reading aloud to research bird beaks in Work Time A, continue to use the Reading Informational Text Checklist to track students’</li> </ul>	<ul style="list-style-type: none"> <li>• Bird Experiences anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> </ul>

<p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.5, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6f, 1.FL.VA.7biv</b></p>	<p><i>Beaks!</i>, Pages 5, 6, and 9 (25 minutes)                  B. Independent Writing: Birds Research Notebook (15 minutes)  <b>3. Closing and Assessment</b>                  A. Reflecting on Learning (10 minutes)</p>		<p>progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Overview and Resources).                  • During Work Time B, circulate to observe students as they draw and write about hummingbirds' <i>beaks</i>. (W.1.8, L.1.1g)</p>	
<p>Lesson 8</p> <p>RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.2, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.5, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.SL.CC.1, 1.SL.CC.2, 1.FL.VA.7biv</b></p>	<p>Research Reading, Session 3: Pages 11, 12, &amp; 13 of <i>Beaks!</i></p> <p><b>1. Opening</b>                  A. Developing Language: Shades of Meaning Charades (10 minutes)  <b>2. Work Time</b>                  A. Reading Aloud to Research and Take Notes: <i>Beaks!</i>, Pages 11–13 (25 minutes)                  B. Language Dive: <i>Beaks!</i>, Page 13 (15 minutes)  <b>3. Closing and Assessment</b>                  A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can research information about different types of bird beaks using the text <i>Beaks!</i> (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</li> <li>• I can collaborate with my classmates to discuss a sentence from the text <i>Beaks!</i> (SL.1.1, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Shades of Meaning Charades in the Opening, continue to gather data on students' progress toward L.1.5d as they distinguish shades of meaning among verbs.</li> <li>• During the reading aloud to research in Work Time A, continue to use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Bird Experiences anchor chart</li> <li>• Questions We Can Ask During a Language Dive anchor chart</li> <li>• Working to Become Ethical People anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> <li>• Musical Circles Protocol Musical Circles anchor chart</li> </ul>
<p>Lesson 9</p> <p>RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.2, L.1.1g, L.1.5d</p> <p><b>TN Standards</b>  <b>1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.5, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6f, 1.FL.VA.7biv</b></p>	<p>Research Reading, Session 4: Pages 14–16 of <i>Beaks!</i></p> <p><b>1. Opening</b>                  A. Developing Language: Shades of Meaning Charades (10 minutes)  <b>2. Work Time</b>                  A. Reading Aloud to Research and Take Notes: <i>Beaks!</i>, Pages 14–16 (25 minutes)                  B. Independent Writing: Birds Research Notebook (15 minutes)  <b>3. Closing and Assessment</b>                  A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can research information about different types of bird beaks using the text <i>Beaks!</i> (RI.1.2, RI.1.5, RI.1.6, RI.1.7, W.1.7)</li> <li>• I can explain the purpose of a spoonbill's beak using pictures and words. (W.1.8, L.1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Shades of Meaning Charades in the Opening, continue to gather data on students' progress toward L.1.5d as they distinguish shades of meaning among verbs.</li> <li>• During the reading aloud to research in Work Time A, continue to use the Reading Informational Text Checklist to track students' progress toward RI.1.2, RI.1.5, RI.1.6, and RI.1.7 (see Assessment Overview and Resources).</li> <li>• During Work Time B, circulate to observe students as they draw and write about the spoonbill's beak. (W.1.8, L.1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs Shades of Meaning anchor chart</li> <li>• Bird Experiences anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> <li>• Musical Circles Protocol</li> <li>• Musical Circles anchor chart</li> </ul>
<p>Lesson 10</p> <p>W.1.8, SL.1.1, SL.1.1a, SL.1.1b, SL.1.2</p>	<p>Research Reading, Session 5: Individual Notes from <i>Beaks!</i></p> <p><b>1. Opening</b>                  A. Song and Movement:</p>	<ul style="list-style-type: none"> <li>• I can write research notes about different types of bird beaks. (W.1.8)</li> <li>• I can participate in a Science Talk to show my learning about how a bird's beak helps it survive. (SL.1.1, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Science Talk protocol in Work Time B, use the Speaking and Listening Checklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs Shades of Meaning anchor chart</li> <li>• Science Talk Protocol</li> <li>• Science Talk Protocol anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> <li>• Think-Pair-Share Protocol</li> </ul>

<p><b>TN Standards</b> 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2</p>	<p>“Birds in the Wilderness” (10 minutes) <b>2. Work Time</b> A. Independent Writing: Preparing for Science Talk (20 minutes) B. Science Talk Protocol: How Does a Bird’s Beak Help It Survive? (20 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (10 minutes)</p>			<ul style="list-style-type: none"> <li>• Think-Pair-Share anchor chart</li> </ul>
<p>Lesson 11  W.1.2, W.1.7, W.1.8, L.1.5d  <b>TN Standards</b> 1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8, 1.FL.VA.7biv</p>	<p>Research Writing: Analyzing a Model  <b>1. Opening</b> A. Song and Movement: “Birds in the Wilderness” (10 minutes) <b>2. Work Time</b> A. Research Writing: Analyzing a Model (25 minutes) B. Independent Writing: Birds Research Notebook (15 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can analyze a model to learn about the parts of an informative paragraph. (W.1.2, W.1.8)</li> <li>• I can draw a bird beak by using accurate shapes and colors. (W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, use the Language Checklist to monitor students’ progress toward L.1.5d (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs Shades of Meaning anchor chart</li> <li>• Parts of an Informative Paragraph anchor chart</li> <li>• Unit 2 Learning Plan anchor chart</li> </ul>
<p>Lesson 12  W.1.2, W.1.7, W.1.8, L.1.5d  <b>TN Standards</b> 1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8, 1.FL.VA.7biv</p>	<p>Research Writing: Drafting the Focus Statement and Detail Sentences of My Beaks Informative Paragraph  <b>1. Opening</b> A. Song and Movement: “Birds in the Wilderness” (5 minutes) <b>2. Work Time</b> A. Research Writing: Drafting the Focus Statement and Detail Sentences (25 minutes) B. Engaging the Scientist: Beaks That Crush Challenge (25 minutes) <b>3. Closing and Assessment</b></p>	<ul style="list-style-type: none"> <li>• I can draft the focus statement and detail sentences of my beaks informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)</li> <li>• I can use evidence to explain the type of beak that is best for crushing seeds. (W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, continue to use the Language Checklist to monitor students’ progress toward L.1.5d (see Assessment Overview and Resources).</li> <li>• During Work Times A and B, circulate during writing time to reinforce the idea of using concrete evidence from the text and their experience to explain their thinking. (W.1.7, W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs Shades of Meaning anchor chart</li> <li>• Parts of an Informative Paragraph anchor chart</li> </ul>



	A. Reflecting on Learning (5 minutes)			
<p>Lesson 13</p> <p>W.1.2, W.1.7, W.1.8, L.1.5d</p> <p><b>TN Standards</b>  <b>1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8, 1.FL.VA.7biv</b></p>	<p>Research Writing: Drafting the Detail Sentences and the Conclusion Statement of My Beaks Informative Paragraph</p> <p><b>1. Opening</b>  A. Song and Movement: “Birds in the Wilderness” (5 minutes)</p> <p><b>2. Work Time</b>  A. Research Writing: Drafting the Detail Sentences and Conclusion Statement (25 minutes)  B. Engaging the Scientist: Beaks That Scoop Challenge (25 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can draft the detail sentences and conclusion statement of my informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)</li> <li>I can use evidence to explain the type of beak that is best for scooping fish. (W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, continue to use the Language Checklist to monitor students’ progress toward L.1.5d (see Assessment Overview and Resources).</li> <li>During Work Times A and B, circulate during writing time to reinforce the idea of using concrete evidence from the text and students’ experiences to explain their thinking. (W.1.7, W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>Verbs Shades of Meaning anchor chart</li> <li>Parts of an Informative Paragraph anchor chart</li> </ul>
<p>Lesson 14</p> <p>W.1.2, W.1.7, W.1.8, L.1.5d</p> <p><b>TN Standards</b>  <b>1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8, 1.FL.VA.7biv</b></p>	<p>Research Writing: Preparing a Writing Organizer</p> <p><b>1. Opening</b>  A. Song and Movement: “Birds in the Wilderness” (5 minutes)</p> <p><b>2. Work Time</b>  A. Research Writing: Preparing a Writing Organizer (20 minutes)  B. Engaging the Scientist: Beaks That Dig Challenge (25 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can plan my informative paragraph by choosing evidence from research to use in my writing. (W.1.2, W.1.7, W.1.8)</li> <li>I can use evidence to explain the type of beak that is best for digging for worms. (W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, continue to use the Language Checklist to monitor students’ progress toward L.1.5d (see Assessment Overview and Resources).</li> <li>During Work Times A and B, circulate during writing time to reinforce the idea of using concrete evidence from the text and students’ experience to explain their thinking. (W.1.7, W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>Verbs Shades of Meaning anchor chart</li> </ul>
<p>Lesson 15</p> <p>W.1.2, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.2, L.1.1f, L.1.5d</p>	<p>Unit 2 Assessment, Part I: Drafting the Focus Statement and Detail Sentences</p> <p><b>1. Opening</b>  A. Developing Language: Vocabulary</p>	<ul style="list-style-type: none"> <li>I can participate in a Science Talk to show my learning about how birds’ body parts help them survive. (SL.1.1, SL.1.1a, SL.1.2)</li> <li>I can draft the focus statement and</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, continue to use the Language Checklist to monitor students’ progress toward L.1.1f and L.1.5d (see Assessment Overview and Resources).</li> <li>During the Science Talk, circulate</li> </ul>	<ul style="list-style-type: none"> <li>Science Talk Protocol</li> <li>Science Talk Protocol anchor chart</li> <li>Parts of an Informative Paragraph anchor chart</li> </ul>

<p><b>TN Standards</b>  <b>1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8,</b>  <b>1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6e,</b>  <b>1.FL.VA.7biv</b></p>	<p>Sorting (10 minutes)  <b>2. Work Time</b>                  A. ScienceTalkProtocol:HowDo BirdsUse Their Body Parts to Survive? (15minutes)                  B. Unit 2 Assessment, Part I: Writing the Focus Statement and Detail Sentences (30 minutes)  <b>3. Closing and Assessment</b>                  A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)</p>	<p>detail sentences of my informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)</p>	<p>and observe as students discuss their notes with a small group. Consider using the Speaking and Listening Checklist to document students' progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources).</p>	
<p>Lesson 16                   W.1.2, W.1.7,                  W.1.8, L.1.1f, L.1.5d   <b>TN Standards</b>  <b>1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8,</b>  <b>1.FL.SC.6e, 1.FL.VA.7biv</b></p>	<p>Unit2Assessment,PartII:Drafting Detail Sentences and Conclusion Statement   <b>1. Opening</b>                  A. Developing Language: Vocabulary Sorting (5 minutes)  <b>2. Work Time</b>                  A. Unit2Assessment,PartII: DraftingDetail Sentences and ConcludingStatement (30 minutes)                  B. Independent Writing: Revising Our Work (15 minutes)  <b>3. Closing and Assessment</b>                  A. Musical Circles Protocol: Revisiting Our Class Goals (10 minutes)</p>	<p>• I can draft detail sentences and a conclusion statement of my informative paragraph using evidencefrommyresearch. (W1.2, W.1.7, W.1.8)</p>	<p>• During the Opening, continue to use the Language Checklist to monitor students' progress toward L.1.1fand L.1.5d (see Assessment Overview and Resources).</p>	<p>• Parts of an Informative Paragraph anchor chart                  • Unit 2 Learning Plan anchor chart</p>
<p>Lesson 17                   W.1.8, SL.1.1, SL.1.1a, SL.1.1b, SL.1.2   <b>TN Standards</b>  <b>1.W.TTP.2, 1.W.RBPK.7, 1.W.RBPK.8,</b>  <b>1.SL.CC.1, 1.SL.CC.2</b></p>	<p>Speaking and Listening: Sharing our Informative Writing   <b>1. Opening</b>                  A. Developing Language: Find My Match (10 minutes)  <b>2. Work Time</b>                  A. Independent Writing: Adding Pictures to Match Our Text (20 minutes)                  B. Sharing Our Work: Informative Paragraphs (20 minutes)  <b>3. Closing and Assessment</b>                  A. Musical Circles Protocol: Revisiting Our Class Goals (10 minutes)</p>	<p>• I can add scientific drawings to my informative paragraph about birds. (W.1.8)                   • I can share and celebrate my work with others. (SL.1.2)</p>	<p>• DuringWorkTime B when students are sharing their informative paragraphs, use the Speaking and ListeningChecklist to monitor students' progress toward SL.1.1a and SL.1.1b (see Assessment Overview and Resources).</p>	<p>• Verbs Shadesof Meaning anchor chart                  • Unit 2 Learning Plan anchor chart</p>



## First Grade Module 3: Birds’ Amazing Bodies Unit 3: Curriculum Guidance

### Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become effective learners** by practicing perseverance and empathy and compassion. Throughout Unit 3, students practice perseverance as they engage in revisions of their work by giving and receiving feedback on their drawing and writing for the performance task.

### Unit Assessment: Responding to Text: Thinking about Illustrations and Speaking

This assessment centers on ELA CCSS SL.1.1c and SL.1.5 and asks students to use their Expert Birds Research notebook (including visuals) from their small group research to participate in a Science Talk. All students use drawings from their notebook to help explain their research (SL.1.5) while their group asks clarifying questions (SL.1.1c) about the information being presented.

**Assessment Checklists:** Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.1.5 (see Assessment Overview and Resources). As students complete the performance task, teachers may use portions of the Informative/Explanatory Writing Checklist to monitor students’ progress toward W.1.5, W.1.7, L.1.1f, L.1.1g, L.1.2b, L.1.2d, and L.1.2e (see Performance Task document).

**Required Unit Trade Book (s):** *Little Kids First Big Book of Birds*

**Suggested Pacing:** This unit is approximately 2.2 weeks or 12 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1  RI.1.1, RI.1.5, RI.1.7, W.1.8, SL.1.1, SL 1.1c, SL.1.3  <b>TN Standards</b> <b>1.RI.KID.1, 1.RI.CS.5, 1.RI.IK1.7,</b> <b>1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.3</b>	Speaking and Listening: Launching the Performance Task and Unit Guiding Question  <b>1. Opening</b> A. Riddle Discussion Protocol: Mystery Bird Riddle #1 (10 minutes)  <b>2. Work Time</b> A. Generating Criteria: Expert Bird Riddle Cards (25 minutes) B. Exploring the Text: <i>Little Kids First Big Book of Birds</i> (20 minutes)  <b>3. Closing</b> A. Engaging the Learner: Voting on Expert Birds (5 minutes)	<ul style="list-style-type: none"> <li>I can identify criteria for writing our Expert Bird Riddle cards. (W.1.8, SL.1.1c, SL.1.3)</li> <li>I can use text features and illustrations to answer questions using the text <i>Little Kids First Big Book of Birds</i>. (RI.1.1, RI.1.5, RI.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, circulate to listen to student conversations to gather a baseline for speaking and listening skills to build in future lessons. (SL.1.1c, SL.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Riddle Discussion Protocol anchor chart</li> <li>Riddle Criteria Brainstorm anchor chart</li> </ul>
Lesson 2  RI.1.6, RI.1.7, W.1.7, W.1.8,	Speaking and Listening: Analyzing an Expert Bird Scientific Drawing Card  <b>1. Opening</b>	<ul style="list-style-type: none"> <li>I can research information about the cardinal using the beaks and feathers class notes. (RI.1.6, RI.1.7, W.1.7, W.1.8)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, circulate to listen in on student conversations to gather a baseline for speaking and listening skills to build on during discussions</li> </ul>	<ul style="list-style-type: none"> <li>Riddle Discussion Protocol anchor chart</li> <li>Feathers: Class Notes</li> <li>Beaks: Class Notes</li> </ul>

<p>SL.1.1, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3</p> <p><b>TN Standards</b>  <b>1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3</b></p>	<p>A. Riddle Discussion Protocol: Mystery Bird Riddle #2 (10 minutes)</p> <p><b>2. Work Time</b>  A. Reading Aloud to Research and Take Notes:  Beaks and Feathers  Class Notes (15 minutes)  B. Launching Expert Bird Scientific Drawing Cards: Austin's Butterfly (10 minutes)  C. Generating Criteria: Expert Bird Scientific Drawing Cards (20 minutes)</p> <p><b>3. Closing</b>  A. Sit, Kneel, Stand Protocol: Scientific  B. Drawing Criteria (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can create criteria for our Expert Bird Scientific Drawing cards. (W.1.8, SL.1.1c, SL.1.3)</li> </ul>	<p>throughout the lesson. (SL.1.1c, SL.1.3)</p>	<ul style="list-style-type: none"> <li>Scientific Drawing Criteria Brainstorm anchor chart</li> <li>Expert Bird Riddle Criteria anchor chart</li> </ul>
<p>Lesson 3</p> <p>RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.5</p> <p><b>TN Standards</b>  <b>1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3, 1.SL.PKI.5</b></p>	<p>Reading and Writing: Expert Birds Day 1</p> <p><b>1. Opening</b>  A. Riddle Discussion Protocol: Mystery Bird Riddle #3 (10 minutes)</p> <p><b>2. Work Time</b>  A. Reading Independently to Research and Take Notes: Beaks and Feathers Class Notes (20 minutes)  B. Making Observations: Scientific Drawing, Shape, and Size (20 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Peer Feedback: Expert Bird Drawing, Draft 1 (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can research information about my expert bird using the beaks and feathers class notes. (RI.1.6, RI.1.7, W.1.7, W.1.8)</li> <li>I can draw a sketch of my expert bird that shows my understanding of shape and size. (W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and to gather data on their progress toward SL.1.1a and SL.1.1c.</li> <li>During the reading independently to research and take notes in Work Time A, use the Reading Informational</li> <li>Text Checklist to track students' progress toward RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Riddle Discussion Protocol anchor chart</li> <li>Expert Research Group anchor chart</li> <li>Feathers: Class Notes</li> <li>Beaks: Class Notes</li> <li>Expert Bird: Scientific Drawing Criteria anchor chart</li> <li>Pinky Partner Protocol anchor chart</li> </ul>
<p>Lesson 4</p> <p>RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.5</p> <p><b>TN Standards</b>  <b>1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3, 1.SL.PKI.5</b></p>	<p>Reading and Writing: Modeling Research with <i>Little Kids First Big Book of Birds</i></p> <p><b>1. Opening</b>  A. Riddle Discussion Protocol: Mystery Bird Riddle #4 (10 minutes)</p> <p><b>2. Work Time</b>  A. Reading Aloud to Research and Take Notes:  <i>Little Kids First Big Book of Birds</i> (20 minutes)</p>	<ul style="list-style-type: none"> <li>I can research information about the cardinal using the text <i>Little Kids First Big Book of Birds</i>. (RI.1.6, RI.1.7, W.1.7, W.1.8)</li> <li>I can draw a sketch of my expert bird that shows my understanding of placement and details. (W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and gather data on their progress toward SL.1.1a and SL.1.1c.</li> <li>During Work Time A, continue to use the Reading Informational Text Checklist during the reading aloud to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Riddle Discussion protocol anchor chart</li> <li>Feathers: Class Notes</li> <li>Beaks: Class Notes</li> <li>Expert Bird: Scientific Drawing Criteria anchor chart</li> <li>Pinky Partner Protocol anchor chart</li> </ul>

	<p>B. Making Observations: Scientific Drawing, Placement, and Details (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Peer Feedback: Expert Bird Drawing, Draft 2 (10 minutes)</p>		Overview and Resources).	
<p>Lesson 5</p> <p>RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.5</p> <p><b>TN Standards</b> <b>1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3, 1.SL.PKI.5</b></p>	<p>Reading and Writing: Expert Birds, Day 2</p> <p><b>1. Opening</b> A. Riddle Discussion Protocol: Mystery Bird Riddle #5 (10 minutes)</p> <p><b>2. Work Time</b> A. Reading Independently to Research and Take Notes and Creating Scientific Drawings: <i>Little Kids First Big Book of Birds</i>, Group A (20 minutes) B. Reading Independently to Research and Take Notes and Creating Scientific Drawings: <i>Little Kids First Big Book of Birds</i>, Group B (20 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can research information about my expert bird using the text <i>Little Kids First Big Book of Birds</i>. (RI.1.6, RI.1.7, W.1.7, W.1.8)</li> <li>I can draw an accurate scientific drawing of my expert bird. (W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, continue to observe students as they discuss and ask questions about the Mystery Riddles and gather data on their progress toward SL.1.1a and SL.1.1c.</li> <li>During Work Time A, continue to use the Reading Informational Text Checklist</li> <li>during the reading independently to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Riddle Discussion protocol anchor chart</li> <li>Feathers: Class Notes</li> <li>Beaks: Class Notes</li> <li>Expert Bird Riddle Criteria anchor chart</li> <li>Think-Pair-Share anchor chart</li> </ul>
<p>Lesson 6</p> <p>RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, L.1.1, L.1.1f</p> <p><b>TN Standards</b> <b>1.RI.CS.5, 1.RI.CS.6, 1.RI.IKI.7, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3, 1.SL.PKI.4, 1.SL.PKI.5, 1.FL.SC.6, 1.FL.SC.6d</b></p>	<p>Reading and Writing: Expert Birds, Day 3</p> <p><b>1. Opening</b> A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p><b>2. Work Time</b> A. Reading Independently to Research and Take Notes: <i>Little Kids First Big Book of Birds</i> (15 minutes) B. Peer Feedback: Expert Bird Drawing, Draft 3 (10 minutes) C. Making Observations: Expert Bird Scientific Drawing Card (15 minutes)</p> <p><b>3. Closing and Assessment</b> A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can research information about my expert bird using the text <i>Little Kids First Big Book of Birds</i>. (RI.1.6, RI.1.7, W.1.7, W.1.8)</li> <li>I can draw an accurate drawing of my expert bird on my Expert Bird Scientific Drawing card. (W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>During the Opening, monitor students' ability to participate in the Interactive Word Wall protocol and as they work to connect bird-related words. (SL.1.4, L.1.1f)</li> <li>Continue to use the Reading Informational Text Checklist during the reading independently to research expert birds in Work Time A to track students' progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Word Wall Protocol anchor chart</li> <li>Pinky Partner Protocol anchor chart</li> <li>Expert Bird: Scientific Drawing Criteria anchor chart</li> <li>Perseverance anchor chart</li> <li>Think-Pair-Share anchor chart</li> </ul>

	minutes)			
<p>Lesson 7</p> <p>RI.1.5, RI.1.6, RI.1.7, W.1.7, W.1.8, SL.1.1, SL.1.1a, SL 1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, L.1.1, L.1.1f</p> <p><b>TN Standards</b>  <b>1.RI.CS.5, 1.RI.CS.6, 1.RI.IKI.7,</b>  <b>1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2,</b>  <b>1.SL.CC.3, 1.SL.PKI.4, 1.SL.PKI.5,</b>  <b>1.FL.SC.6, 1.FL.SC.6d</b></p>	<p>Reading and Writing: Expert Birds, Day 4</p> <p><b>1. Opening</b>  A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p><b>2. Work Time</b>  A. Reading Independently to Research and Take Notes: “Did You Know?” (20 minutes)  B. Preparing for a Science Talk (20 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>• I can research information about my expert bird using the text “Did You Know?” (RI.1.6, RI.1.7, W.1.7, W.1.8)</li> <li>• I can prepare and plan for a Science Talk using my expert bird research. (W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>• During the Opening, continue to monitor students’ ability to participate in the Interactive Word Wall protocol and as they work to connect bird-related words. (SL.1.4, L.1.1f)</li> <li>• During Work Time A, continue to use the Reading Informational Text Checklist during the reading independently to research expert birds in Work Time A to track students’ progress toward RI.1.5, RI.1.6, RI.1.7, W.1.7, and W.1.8 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Word Wall protocol anchor chart</li> <li>• Expert Bird Riddle Criteria anchor chart</li> <li>• Science Talk Protocol anchor chart</li> <li>• Classroom Discussion Norms anchor chart</li> <li>• Perseverance anchor chart</li> <li>• Think-Pair-Share anchor chart.</li> </ul>
<p>Lesson 8</p> <p>SL.1.1, SL.1.1c, SL.1.5</p> <p><b>TN Standards</b>  <b>1.SL.CC.1, 1.SL.PKI.5</b></p>	<p>Unit 3 Assessment: How Do Specific Birds Use Their Body Parts to Survive?</p> <p><b>1. Opening</b>  A. Building Vocabulary: Interactive Word Wall (10 minutes)</p> <p><b>2. Work Time</b>  A. Engaging the Learner: Introducing the Unit 3 Assessment and Expert Bird Puppets (5 minutes)  B. Unit 3 Assessment with Group A: Science Talk (20 minutes)  C. Unit 3 Assessment with Group B: Science Talk (20 minutes)</p> <p><b>3. Closing and Assessment</b>  A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>• I can participate in a Science Talk about how my bird uses its body to survive. (SL.1.1c, SL 1.5)</li> </ul>	<ul style="list-style-type: none"> <li>• During Work Times B and C, use the Unit 3 Assessment Rubric to assess students’ progress toward SL.1.1c and SL.1.5 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Word Wall protocol anchor chart</li> <li>• Classroom Discussion Norms anchor chart</li> <li>• Science Talk Protocol anchor chart</li> <li>• Science Talk Groups anchor chart</li> <li>• Perseverance anchor chart</li> </ul>
<p>Lesson 9</p> <p>W.1.7, L.1.1, L.1.1f, L.1.1g, L.1.2, L.1.2b, L.1.2d, L.1.2e</p> <p><b>TN Standards</b>  <b>1.W.RBPK.7, 1.FL.SC.6, 1.FL.SC.6e,</b>  <b>1.FL.SC.6f, 1.FL.SC.6, 1.FL.SC.6.k,</b>  <b>1.FL.WC.4a, 1.FL.WC.4e</b></p>	<p>Independent Writing: Expert Bird Riddle</p> <p><b>1. Opening</b>  A. Song and Movement: “Amazing Birds” (10 minutes)</p> <p><b>2. Work Time</b>  A. Shared Writing: Model Riddle (15 minutes)  B. Independent Writing: Expert Bird Riddle (30 minutes)</p> <p><b>3. Closing and Assessment</b></p>	<ul style="list-style-type: none"> <li>• I can write a riddle about my expert bird that teaches the reader how the bird uses its body parts to survive. (W.1.7, L.1.1f, L.1.1g, L.1.2b, L.1.2d, L.1.2e)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• “Amazing Birds” song</li> <li>• Expert Bird Riddle Checklist</li> <li>• Feathers: Class Notes</li> <li>• Perseverance anchor chart</li> </ul>

	A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (5 minutes)			
<p>Lesson 10</p> <p>W.1.5, W.1.7, SL.1.1, SL.1.1a, L.1.1, L.1.1f, L.1.1g, L.1.2.b, L.1.2.d, L.1.2.e</p> <p><b>TN Standards</b>  <b>1.W. W.PDW.5, 1.W.RBPK.7, 1.FL.SC.6, 1.FL.SC.6e, 1.FL.SC.6f, 1.FL.SC.6, 1.FL.SC.6.k, 1.FL.WC.4a, 1.FL.WC.4e</b></p>	<p>Using Feedback to Revise: Expert Bird Riddles</p> <p><b>1. Opening</b>                      A. Song and Movement: “Amazing Birds” (10 minutes)</p> <p><b>2. Work Time</b>                      A. Peer Feedback: Expert Bird Riddles (15 minutes)                      B. Independent Writing: Using Feedback to Edit and Revise Expert Bird Riddles (30 minutes)</p> <p><b>3. Closing and Assessment</b>                      A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> <li>I can give kind, specific, and helpful feedback to help my classmates to strengthen their writing. (SL.1.1a)</li> <li>I can use feedback from my teacher and classmates to strengthen my own writing. (W.1.5, L.1.1f)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, listen as students give feedback to their peers and use the Speaking and Listening Checklist to track their progress toward SL.1.1a (see Assessment Overview and Resources).</li> <li>During Work Time B, use the Informational Writing Checklist to track students’ ability to use feedback to revise their Expert Bird Riddles (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>“Amazing Birds” song</li> <li>Pinky Partner Protocol anchor chart</li> </ul>
<p>Lesson 11</p> <p>SL.1.4, SL.1.6</p> <p><b>TN Standards</b>  <b>1.SL.PKI.4, 1.SL.PKI.6</b></p>	<p>Speaking and Listening: Preparing for the End of Module Celebration</p> <p><b>1. Opening</b>                      A. Song and Movement: “Amazing Birds” (5 minutes)</p> <p><b>2. Work Time</b>                      A. Speaking and Listening: Preparing to Share Our Work (15 minutes)                      B. Speaking and Listening: Reflecting on Our Learning as Researchers (15 minutes)                      C. Developing Language: Playing the Riddle Matching Game (15 minutes)</p> <p><b>3. Closing and Assessment</b>                      A. Musical Circles Protocol: Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> <li>I can share my Expert Bird Riddle card using a loud and clear voice. (SL.1.4)</li> <li>I can answer questions about my Expert Bird Riddle card using complete sentences. (SL.1.6)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Times A, B, and C, circulate and observe students as they practice sharing what they have learned and use the Speaking and Listening Checklist to track their progress toward SL.1.4 and SL.1.6 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>“Amazing Birds” song</li> <li>Ways We Share Our Work anchor chart (begun in Module 1)</li> <li>Riddle Card Reflection Questions anchor chart</li> <li>Musical Circles Protocol</li> </ul>
<p>Lesson 12</p> <p>SL.1.4, SL.1.6</p> <p><b>TN Standards</b>  <b>1.SL.PKI.4, 1.SL.PKI.6</b></p>	<p>Speaking and Listening: Sharing and Celebrating Our Work</p> <p><b>1. Opening</b>                      A. Song and Movement: “Amazing Birds” (10 minutes)</p> <p><b>2. Work Time</b>                      A. Celebrating Our Learning: Sharing</p>	<ul style="list-style-type: none"> <li>I can share my Expert Bird Riddle card using a loud and clear voice. (SL.1.4)</li> <li>I can answer questions about my Expert Bird Riddle card using complete sentences. (SL.1.6)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Times A and B, observe as students present their work and engage with the classroom visitors. Use the Speaking and Listening Checklist to track their progress toward SL.1.4 and SL.1.6 (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>“Amazing Birds” song</li> <li>Ways We Share Our Work anchor chart (begun in Module 1)</li> <li>Riddle Card Reflection Questions anchor chart</li> <li>Musical Circles Protocol</li> </ul>

	<p>Our Work (20 minutes)</p> <p>B. Celebrating Our Learning: Playing the Riddle Matching Game (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. End of Module Reflection (15 minutes)</p>			
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