

First Grade	Quarter 4: Meaning-Based Curriculum Map-EL	Module 4
<p>Introduction</p>		
<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>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <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 page 3).</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 TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
<p>How to Use the Curriculum Maps</p>		
<p>The curriculum maps are meant to support effective planning and instruction; 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 skills-based and meaning-based competencies, 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 integrate practice of both competencies, 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"> ● 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. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates 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. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

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Guidance for the ELA Block

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. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (minimum 60 minutes daily)** – 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.
- **Working with High-Quality Texts (60 minutes daily EL lessons)** – 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.
- **A Volume of Reading (as much as possible)** – 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.

These recommendations align to the [TDOE recommendations](#) for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive **a total of 150 minutes** 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 [Suggested Foundational Skills Block Framework](#) document for guidance on how to structure your foundational literacy time).

Guidance for Small Group Instruction

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.

Possible workstations for K – 2nd grade are listed below.

- **Guided Reading** - 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.
- **Reading Comprehension** – 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.
- **Vocabulary** – 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 map, and possible activities include the *Journeys* flipbooks, word games, word sorts, and using words in context.
- **Fluency** – 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 *Journeys* cold read passages.
- **Phonics** – 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 *Journeys* flipchart.
- **Independent Reading** - 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.

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.

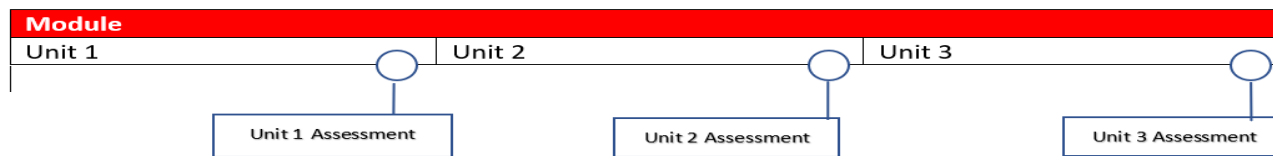
	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding 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 guidance document.</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 4-Caring for Birds

In this module, students continue to build on their knowledge of birds from Module 3 as they deepen their literacy skills and build citizenship. Specifically, students explore the module’s guiding question: “Why should we care about birds?”

In Unit 1, students begin to think about this question by reading a variety of literature with characters who care for birds. These texts include *The Lion and the Bird* by Marianne Dubuc, *Pierre the Penguin* by Jean Marzollo, and *Maggie the One-Eyed Peregrine Falcon* by Christie Gove-Berg. Students participate in a close read-aloud, role-play, structured discussions, and response to text through writing as they compare and contrast the characters’ experiences in these stories. Also central to this unit is students’ work with the habits of character of compassion and respect.

In Unit 2, students learn about writing opinions as they investigate a specific bird, Pale Male, who built his nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. The two texts that anchor students’ learning are *City Hawk: The Story of Pale Male* by Meghan McCarthy and “What’s Best? The Debate about Pale Male’s Nest” by EL Education. Students extend their learning of habits of character from Unit 1 to include an additional ones—empathy—which is central to respectfully listening to, responding to, and sharing opinions.

In Unit 3, students learn about some of the problems birds face more generally and what humans can do to help them live and grow through the text *A Place for Birds* by Melissa Stewart. They also learn about the myriad ways birds are helpful to plants, other animals, and people. For the performance task, students create a piece of artwork and writing that serves an authentic need in their school or local community: a Feathered Friends Saver! This performance task includes a high-quality scientific drawing of a local bird that is formatted to attach to a window. When displayed in a window, the portrait helps to prevent birds from flying into the window. Students also individually create a short piece of writing to teach the recipient of the Feathered Friends Saver facts about birds (W.1.2, W.1.5, W.1.6, L.1.1, L.1.1b, L.1.1f, L.1.1g, L.1.2, L.1.2a, L.1.2b, L.1.2c).

Guiding Questions and Big Ideas

Why should we care about birds?

- Sometimes birds get into trouble and need help.
- Birds impact our lives.
- Birds help many living things.

How do characters in stories help care for birds?

- There are specific things characters do to help birds live and grow.

Why do people have different opinions about birds?

- People have different reasons for their opinions about birds.
- Birds affect people in different ways.

How can people care for birds so they can live and grow?

- People can stop doing harmful things that hurt birds.
- People can take action to prevent birds from being harmed, such as creating Feathered Friends Savers.

Task should align to

- Topic
- Targets
- Texts

The 4 T’s	
Topic Caring for Birds	Task Informational writing and scientific drawing
Targets (CCSS explicitly taught and assessed): W.1.2, W.1.5, W.1.6, L.1.1, L.1.1b, L.1.1f, L.1.1g, L.1.2, L.1.2a, L.1.2b, L.1.2c	Texts <i>Lost and Found, The Lion and the Bird, Pierre the Penguin, Maggie the One-Eyed Peregrine Falcon, City Hawk: The Story of Pale Male, Olivia’s Bird: Saving the Gulf, A Place for Birds</i>



First Grade Module 4: Caring for Birds Unit 1: 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 well. Throughout Unit 1, students think about how characters in the stories they read show respect and compassion. They practice acting and reflecting on those same character habits in their own interactions with peers.

Unit Assessment: Comparing and Contrasting *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon*

This assessment focuses on students’ comprehension of literary text read aloud. It centers on CCSS ELA RL.1.1, RL.1.3, and RL.1.9 and tasks students with comparing and contrasting the experiences of the main characters in *Pierre the Penguin* and *Maggie the One-Eyed Peregrine Falcon*. Students first use familiar icons from the Stories of Bird Helpers anchor chart to create a sentence that compares or contrasts the two stories. Students then use evidence from each text to write a sentence to explain their compare and contrast icons.

Assessment Checklists: To monitor student progress on RL.1.1, RL.1.2, RL.1.3, RL.1.7, and L.1.1J, teachers may use the Reading Literature Checklist and review students’ Stories of Bird Helpers response journals. While listening to read-alouds in this unit, teachers may choose to use the Speaking and Listening Checklist to gather data on progress toward SL.1.2. And while students practice L.1.4, L.1.4a, L.1.4b, and L.1.4c in the Openings of this unit, teachers may choose to use the Language Checklist to track student progress.

Required Unit Trade Book(s): *The Lion and the Bird*, *Pierre the Penguin*, *Maggie the One-Eyed Peregrine Falcon*

Suggested Pacing: This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL.1.1, SL.1.1b, L.1.4, L.1.4a, L.1.4b, L.1.4c TN Standards <u>1.SL.CC.1, 1.FL.VA.7a, 1.FL.VA.7a.i,</u> <u>1.FL.VA.7a.ii, 1.FL.Va.7a.iii</u>	Noticing and Wondering: Helping Birds 1. Opening A. Engaging the Learner: Letter from an Ornithologist (15 minutes) 2. Work Time A. Picture Tea Party Protocol: Bird Pictures (25 minutes) B. Read-aloud: <i>Lost and Found</i> by Oliver Jeffers (10 minutes) 3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Habits of Character (10 minutes)	<ul style="list-style-type: none"> I can determine the meanings of unknown words to understand the meaning of a text. (L.1.4, L.1.4a, L.1.4b, L.1.4c) I can make observations about pictures of birds by looking closely at details. (SL.1.1, SL.1.1b) 	<ul style="list-style-type: none"> During Work Time A and the Closing, use the Speaking and Listening Checklist to monitor student progress toward SL.1.1a and SL.1.1b. 	<ul style="list-style-type: none"> Picture Tea Party Protocol anchor chart Classroom Discussion Norms anchor chart Back-to-Back and Face-to-Face protocol anchor chart
Lesson 2 RL.1.1, RL.1.2, RL.1.3, RL.1.7,	Close Read-aloud and Writing, Session 1: <i>The Lion and the Bird</i> 1. Opening	<ul style="list-style-type: none"> I can describe the characters, setting, and problem in the text <i>The Lion and the Bird</i>. (RL.1.1, RL.1.2, RL.1.3, 	<ul style="list-style-type: none"> During the Opening and Work Time A, use the Language Checklist to track student progress toward L.1.1. and 	<ul style="list-style-type: none"> Types of Sentences anchor chart Close Readers Do These Things anchor chart

<p>W.1.8, SL.1.2, L.1.1j, L.1.4, L.1.4a, L.1.4b, L.1.4c,</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.2, 1.RL.KID.3,</u> <u>1.RL.IKI.7, 1.W.RBPK.8</u></p>	<p>A. Developing Language: Simple Sentences (10 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 1: <i>The Lion and the Bird</i>, Pages 1–11 (25 minutes) B. Independent Writing: Stories of Bird Helpers Response Journal (15 minutes)</p> <p>3. Closing and Assessment A. Icon Sentences Protocol: Working to Become Ethical People (10 minutes)</p>	<p>SL.1.7, SL.1.2)</p> <ul style="list-style-type: none"> I can use strategies to determine the meaning of an unknown word. (L.1.4, L.1.4a, L.1.4b, L.1.4c) I can write about the problem in <i>The Lion and the Bird</i> using evidence from the text. (RL.1.2, W.1.8, L.1.1j) 	<p>L.1.4 (see Assessment Overview and Resources).</p> <ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist to track student progress toward RL.1.1, RL.1.2, RL.1.3, and RL.1.7 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Stories of Bird Helpers anchor chart Role-Play Protocol anchor chart Working to Become Ethical People anchor chart Icon Sentences Protocol anchor chart
<p>Lesson 3</p> <p>RL.1.1, RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.1j, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards <u>1.RI.KID.1, 1.RL.KID.2, 1.RL.IKI.7,</u> <u>1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6i,</u> <u>1.FL.VA.7a, 1.FL.VA.7a.i, 1.FL.VA.7a.ii,</u> <u>1.FL.VA.7a.iii</u></p>	<p>Close Read-aloud and Writing, Session 2: <i>The Lion and the Bird</i></p> <p>1. Opening A. Developing Language: Simple Sentences (10 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 2: <i>The Lion and the Bird</i>, Pages 11–70 (20 minutes) B. Independent Writing: Stories of Bird Helpers Response Journal (19 minutes)</p> <p>3. Closing and Assessment A. Close Read-aloud, Culminating Task: <i>The Lion and the Bird</i> (10 minutes) B. Icon Sentence Protocol: Compassion and Respect in <i>The Lion and the Bird</i> (10 minutes)</p>	<ul style="list-style-type: none"> I can describe and write about the solution in the text <i>The Lion and the Bird</i> using evidence from the text. (RI.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.2, W.1.8, L.1.1j) I can use strategies to determine the meaning of an unknown word. (L.1.4, L.1.4a, L.1.4b, L.1.4c) I can describe the author’s message in the text <i>The Lion and the Bird</i>. (RL.1.1, RL.1.2, SL.1.2) 	<ul style="list-style-type: none"> During the Opening and Work Time A, use the Language Checklist to track student progress toward L.1.1. L.1.1j, L.1.4a, L.1.4b, and L.1.4c (see Assessment Overview and Resources). During Work Time A, use the Reading Literature Checklist to track student progress toward RL.1.1, RL.1.2, RL.1.3, and RL.1.7. 	<ul style="list-style-type: none"> Types of Sentences anchor chart L.4 Vocabulary Strategies anchor chart Stories of Bird Helpers anchor chart Role-Play Protocol anchor chart Icon Sentences Protocol anchor chart Working to Become Ethical People anchor chart
<p>Lesson 4</p> <p>RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1, L.1.1g, L.1.1j, L.1.4</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.3, 1.W.RBPK.8,</u> <u>1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6e,</u> <u>1.FL.SC.6i</u></p>	<p>Focused Read-aloud and Writing, Session 1: <i>Pierre the Penguin</i>, Pages 1–15</p> <p>1. Opening A. Developing Language: Compound Sentences (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Pierre the Penguin</i>, Pages 1–15 (15 minutes) B. Role-Play Protocol: <i>Pierre the Penguin</i></p>	<ul style="list-style-type: none"> I can describe the characters, setting, and problem in the text <i>Pierre the Penguin</i>. (RL.1.1, RL.1.3, SL.1.2) I can write about the problem in <i>Pierre the Penguin</i> using evidence from the text. (W.1.8, L.1.1g, L.1.1j) 	<ul style="list-style-type: none"> During the Opening and Work Time B, continue to use the Language Checklist to track student progress toward L.1.1 and L.1.1j. Collect students’ Stories of Bird Helpers response journals and use the Reading Literature Checklist and Language Checklist to track student progress toward RL.1.1, RL.1.3, RL.1.9, and L.1.1j. 	<ul style="list-style-type: none"> Types of Sentences anchor chart Stories of Bird Helpers anchor chart L.4 Vocabulary Strategies anchor chart Role-Play Protocol anchor chart Icon Sentences Protocol anchor chart Working to Become Ethical People anchor chart

	<p>(10 minutes) C. Independent Writing: Responding to Text (15 minutes)</p> <p>3. Closing and Assessment A. Icon Sentences Protocol: Compassion and Respect (10 minutes)</p>			
<p>Lesson 5</p> <p>RL.1.1, RL.1.2, RL.1.3, W.1.8, SL.1.2, SL.1.2, L.1.1, L.1.1g, L.1.1j, L.1.4</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.2, 1.RL.KID.3, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6f, 1.FL.SC.6i, 1.FL.VA.7a</u></p>	<p>Focused Read-aloud and Writing, Session 2: <i>Pierre the Penguin</i>, Pages 13–28</p> <p>1. Opening A. Developing Language: Compound Sentences (10 minutes)</p> <p>2. Work Time A. Language Dive: <i>Pierre the Penguin</i>, Page 7 (15 minutes) B. Focused Read-aloud: <i>Pierre the Penguin</i>, Pages 12–28 (15 minutes) C. Independent Writing: Responding to Text (10 minutes)</p> <p>3. Closing and Assessment A. Icon Sentences Protocol: Compassion and Respect in <i>Pierre the Penguin</i></p>	<ul style="list-style-type: none"> I can describe the solution and ending in the text <i>Pierre the Penguin</i>. (RL.1.1, RL.1.2, RL.1.3) I can write about the solution and ending in <i>Pierre the Penguin</i> using evidence from the text. (W.1.8, L.1.1g, L.1.1j) I can discuss how Pam shows respect and compassion in <i>Pierre the Penguin</i>. (RL.1.2, SL.1.1B) 	<ul style="list-style-type: none"> During the Opening and Work Time C, continue to use the Language Checklist to track student progress toward L.1.1g and L.1.1j. Collect students' Stories of Bird Helpers response journals and continue to use the Reading Literature Checklist and Language Checklist to track student progress toward RL.1.1, RL.1.3, RL.1.9 and L.1.1. 	<ul style="list-style-type: none"> Types of Sentences anchor chart Questions We Can Ask during a Language Dive anchor chart Stories of Bird Helpers anchor chart L.4 Vocabulary Strategies anchor chart Icon Sentences Protocol anchor chart
<p>Lesson 6</p> <p>RL.1.1, RL.1.3, RL.1.9, W.1.8</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.3, 1.RL.IKI.9, 1.W.RBPK.8</u></p>	<p>Comparing and Contrasting: <i>The Lion and the Bird</i> and <i>Pierre the Penguin</i></p> <p>1. Opening A. Poem and Movement: "Bird Helpers" Two-Voice Poem (10 minutes)</p> <p>2. Work Time A. Role-Play Protocol: Comparing and Contrasting <i>The Lion and the Bird</i> and <i>Pierre the Penguin</i> (10 minutes) B. Shared Writing: Comparing Characters' Experiences (15 minutes) C. Independent Writing:</p>	<ul style="list-style-type: none"> I can compare and contrast the characters' experiences in <i>The Lion and the Bird</i> and <i>Pierre the Penguin</i>. (RL.1.1, RL.1.3, RL.1.9, W.1.8) 	<ul style="list-style-type: none"> Collect students' Stories of Bird Helpers response journals and continue to use the Reading Literature Checklist and Language Checklist to track student progress toward RL.1.1, RL.1.3, RL.1.9, and L.1.1. 	<ul style="list-style-type: none"> Role-Play Protocol anchor chart Stories of Bird Helpers anchor chart Comparing and Contrasting <i>The Lion and the Bird</i> and <i>Pierre the Penguin</i> anchor chart Back-to-Back and Face-to-Face Protocol anchor chart

	<p>Contrasting Characters' Experiences (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (10 minutes)</p>			
<p>Lesson 7</p> <p>RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1, L.1.1g, L.1.1j, L.1.2, L.1.4</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.3, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6f, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.VA.7a</u></p>	<p>Focused Read-aloud and Writing, Session 1: <i>Maggie the One-Eyed Peregrine Falcon</i>, Pages 1–14</p> <p>1. Opening</p> <p>A. Developing Language: "Bird Helpers" Two-Voice Poem (10 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud, Session 1: <i>Maggie the One-Eyed Peregrine Falcon</i>, Pages 1–14 (15 minutes)</p> <p>B. Role-Play Protocol: Characters, Problem, and Solution (10 Minutes)</p> <p>C. Independent Writing: Stories of Bird Helpers Response Journal (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Icon Sentences Protocol: Respect and Compassion (10 minutes)</p>	<ul style="list-style-type: none"> I can use clues from other words in a sentence to determine the meaning of unknown words. (L.1.4) I can describe the characters, setting, and the problem in <i>Maggie the One-Eyed Peregrine Falcon</i>. (RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1j, L.1.2) I can write about the problem in <i>Maggie the One-Eyed Peregrine Falcon</i> using evidence from the text. (W.1.8, L.1.1g, L.1.1j) 	<ul style="list-style-type: none"> During the Opening, observe students as they begin to use clues from other words in a sentence to determine the meaning of unknown words and gather data on their progress toward L.1.4. Collect students' Stories of Bird Helpers response journals and continue to use the Reading Literature Checklist and Language Checklist to track student progress toward RL.1.1, RL.1.3, RL.1.9, and L.1.1. 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Stories of Bird Helpers anchor chart Role-Play Protocol anchor chart Icon Sentences Protocol anchor chart
<p>Lesson 8</p> <p>RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1, L.1.1g, L.1.1j, L.1.2, L.1.4</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.3, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6f, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.VA.7a</u></p>	<p>Focused Read-aloud and Writing, Session 2: <i>Maggie the One-Eyed Peregrine Falcon</i>, Pages 15–29</p> <p>1. Opening</p> <p>A. Developing Language: "Bird Helpers" Two-Voice Poem (10 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud, Session 2: <i>Maggie the One-Eyed Peregrine Falcon</i> (15 minutes)</p> <p>B. Language Dive: <i>Maggie the One-Eyed Peregrine Falcon</i>, Page 15 (15 minutes)</p> <p>C. Independent Writing: Stories of Bird Helpers</p> <p>3. Closing and Assessment</p> <p>A. Icon Sentences Protocol: Respect</p>	<ul style="list-style-type: none"> I can use the base word to help to determine the meaning of unknown words in a sentence. (L.1.4) I can describe the solution and the ending in <i>Maggie the One-Eyed Peregrine Falcon</i>. (RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1j, L.1.2) I can write about the solution and ending in <i>Maggie the One-Eyed Peregrine Falcon</i> using evidence from the text. (W.1.8, L.1.1g, L.1.1j) 	<ul style="list-style-type: none"> Continue to observe students during the Opening as they use clues from other words in a sentence to determine the meaning of unknown words and gather data on their progress toward L.1.4. At the end of Work Time C, collect students' Stories of Bird Helpers response journals and continue to use the Reading Literature Checklist and Language Checklist to track student progress toward RL.1.1, RL.1.3, RL.1.9, and L.1.1. 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Stories of Bird Helpers anchor chart Icon Sentences Protocol anchor chart

	<p>and Compassion in <i>Maggie the One-Eyed Peregrine Falcon</i> (10 minutes)</p>			
<p>Lesson 9</p> <p>RL.1.1, RL.1.3, RL.1.9, W.1.8, SL.1.2, L.1.1, L.1.1j, L.1.2</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.3, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6f, 1.FL.SC.6i, 1.FL.SC.6j</u></p>	<p>Unit 1 Assessment: Comparing and Contrasting <i>Pierre the Penguin</i> and <i>Maggie the One-Eyed Peregrine Falcon</i></p> <p>1. Opening A. Developing Language: Two-Voice Poem (10 minutes)</p> <p>2. Work Time A. Unit 1 Assessment, Part 1: Comparing <i>Pierre the Penguin</i> and <i>Maggie the One-Eyed Peregrine Falcon</i> (20 minutes) B. Unit 1 Assessment, Part 2: Contrasting <i>Pierre the Penguin</i> and <i>Maggie the One-Eyed Peregrine Falcon</i> (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning: Discussing the Module Guiding Question (10 minutes)</p>	<ul style="list-style-type: none"> I can compare and contrast the experiences of characters from <i>Pierre the Penguin</i> and <i>Maggie the One-Eyed Peregrine Falcon</i>. (RL.1.1, RL.1.3, RL.1.9, W.1.8, SL.1.2, L.1.1, L.1.2) 	<ul style="list-style-type: none"> Collect students' Unit 1 Assessment sheets and use the Reading Literature Checklist to assess student progress on RL.1.1, RL.1.3, and RL.1.9. In the Closing, monitor students' growing understanding of the module guiding question and use the data to inform introductory lessons in Unit 2. 	<ul style="list-style-type: none"> Comparing and Contrasting <i>The Lion and the Bird</i> and <i>Pierre the Penguin</i> anchor chart Stories of Bird Helpers anchor chart Module Guiding Question anchor chart



First Grade Module 4: Caring for Birds 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: Opinion Writing: Take the Nest Down!

This assessment centers on CCSS ELA W.1.1, W.1.7, W.1.8, L.1.1, L.1.1a, L.1.1b, L.1.1d, L.1.1g, L.1.2, L.1.2a, L.1.2b, L.1.2e, and L.1.6 and invites students to write an opinion paragraph about why Pale Male’s nest should be taken down. They use reasons from their research reading to support their opinion.

Assessment Checklists: While students read *City Hawk: The Story of Pale Male*, teachers may choose to use the Reading Literature Checklist to track student progress toward RL.1.1 and RL.1.3. They may choose to use the Reading Informational Text Checklist when students read “What’s Best? The Debate about Pale Male’s Nest” to track student progress toward RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, and RI.1.8. As students listen to these texts, among others, read aloud and engage in structured discussions, teachers may use the Speaking and Listening Checklist to track student progress toward SL.1.1, SL.1.2, and SL.1.5. Teachers may use the Language Standards Checklist to track progress toward L.1.1.b, L.1.1.d, L.1.1.h, L.1.4a, L.1.4b, and L.1.4c.

Required Unit Trade Book(s): *City Hawk: The Story of Pale Male*, “What’s Bets? The Debate about Pale Male’s Nest”

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 RI.1.5, RI.1.7, SL.1.1, SL.1.1b, L.1.4 TN Standards <u>1.RI.CS.5, 1.RI.IK1.7, 1.SL.CC.1,</u> <u>1.FL.VA.7a</u>	Building Background Knowledge: Bird Nests 1. Opening A. Engaging the Learner: Letter from an Ornithologist (10 minutes) 2. Work Time A. Picture Puzzle Protocol: Bird Nests (20 minutes) B. Structured Discussion: Bird Nests (15 minutes) 3. Closing and Assessment A. Independent Writing: Bird Nests (10 minutes)	<ul style="list-style-type: none"> I can determine the meanings of words to understand the meaning of a text. (L.1.4) I can use details and captions in pictures of bird nests to identify why and where birds build nests. (RI.1.5, RI.1.7, SL.1.1, SL.1.1B) 	<ul style="list-style-type: none"> During the Opening, use the Language Checklist to continue monitor student progress toward L.1.4 (see Assessment Overview and Resources). During Work Time A, use the Reading Informational Text and Speaking and Listening Checklists to monitor student progress toward RI.1.5, RI.1.7, SL.1.1, and SL.1.1B (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Picture Puzzle Protocol anchor chart Classroom Discussion Norms anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Bird Nests anchor chart

	B. Turn and Talk: Opinions (5 minutes)			
<p>Lesson 2</p> <p>RL.1.1, RL.1.3, W.1.8, SL.1.2, L.1.1, L.1.1h, L.1.6</p> <p>TN Standards <u>1.RL.KID.1, 1.RL.KID.3, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6g, 1.FL.VA.7c</u></p>	<p>Focused Read-aloud: <i>City Hawk: The Story of Pale Male</i></p> <p>1. Opening A. Engaging the Learner: “Two Sides of the Story” (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>City Hawk: The Story of Pale Male</i> (20 minutes) B. Role-Play Protocol: <i>City Hawk: The Story of Pale Male</i> (10 minutes) C. Independent Writing: Pale Male Research Notebook (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can describe the setting, characters, and major events in the text <i>City Hawk: The Story of Pale Male</i>. (RL.1.1, RL.1.3, SL.1.2) I can answer questions about the character in <i>City Hawk: The Story of Pale Male</i> using evidence from the text. (RI.1.1, RL.1.3, W.1.8, SL.1.2, L.1.6) 	<ul style="list-style-type: none"> During Work Times A, B, and C, monitor students’ comprehension of the story to correct any misunderstandings. (RL.1.1, RL.1.3) 	<ul style="list-style-type: none"> City Hawk anchor chart Role-Play Protocol anchor chart
<p>Lesson 3</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.7, RI.1.9, W.1.8, L.1.1, L.1.1d, L.1.1h, L.1.4, L.1.4a, L.1.4b, L.1.4c, L.1.6</p> <p>TN Standards <u>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.IKI.7, 1.RI.IKI.9 1.W.RBPK.8, 1.FL.SC.6, 1.FL.SC.6c, 1.FI.SC.6g, 1.FI.Va.7a, 1.FL.VA.7ai, 1.FL.VA.7a.ii, 1.FL.VA.7aiii, 1.FL.VA.7c</u></p>	<p>Focused Read-aloud: “What’s Best? The Debate about Pale Male’s Nest”</p> <p>1. Opening A. Engaging the Learner: “Two Sides of the Story” (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: “What’s Best? The Debate about Pale Male’s Nest” (20 minutes) B. Language Dive: “What’s Best? The Debate about Pale Male’s Nest,” Page 2 (15 minutes) C. Independent Writing: Pale Male Research Notebook (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can use vocabulary strategies to help identify the main idea and key details of the text “What’s Best? The Debate about Pale Male’s Nest.” (RI.1.1, RI.1.2, RI.1.4, RI.1.7, RI.1.9, L.1.4, L.1.4a, L.1.4b, L.1.4c) I can write my opinion on what should happen to Pale Male’s nest. (W.1.8, L.1.1d, L.1.6) 	<ul style="list-style-type: none"> During the focused read-aloud in Work Time A, monitor students’ understanding of the informational text to clear up any misunderstandings. (RI.1.1, RI.1.2, RI.1.7) During the Opening and Work Time A, use the Language Checklist to gather baseline data for new standards and to check progress on reviewed standards (L.1.1d, L.1.4, L.1.4a, L.1.4b, L.1.4c, L.1.6) (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Questions We Can Ask during a Language Dive anchor chart
Lesson 4	Research Reading, Session 1: “What’s Best? The Debate about Pale Male’s	I can identify the determiners that match with each noun picture card.	During the Opening, observe students as they begin to connect	<ul style="list-style-type: none"> Determiners anchor chart Working to Become Ethical People

<p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, RI.1.8, W.1.7, SL.1.1, SL.1.2, L.1.1, L.1.1h, L.1.1j, L.1.2, L.1.4</p> <p>TN Standards <u>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, .RI.IKI.7, 1.RI.IKI.8</u> <u>1.W.RBPK.7, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6g, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.VA.7aiii</u></p>	<p>Nest”</p> <p>1. Opening A. Developing Language: Determiners Matching Game (10 minutes)</p> <p>2. Work Time A. Text-Based Discussion: Sentence Sort from “What’s Best? The Debate about Pale Male’s Nest” (20 minutes) B. Reading Independently to Research Pale Male: “What’s Best? The Debate about Pale Male’s Nest” (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<p>(L.1.1h)</p> <ul style="list-style-type: none"> I can research information about Pale Male using the text “What’s Best? The Debate about Pale Male’s Nest.” (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, RI.1.8, W.1.7) 	<p>determiners with nouns and gather data on their progress toward L.1.1h.</p> <ul style="list-style-type: none"> During the sentence sort in Work Time A and the independent reading to research Pale Male in Work Time B, use the Reading Informational Text Checklist to track students’ progress toward RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, and RI.1.8 (see Assessment Overview and Resources). 	<p>anchor chart</p> <ul style="list-style-type: none"> Respectful Opinions anchor chart
<p>Lesson 5</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, RI.1.8, W.1.7, SL.1.1, SL.1.2, L.1.1, L.1.1h, L.1.1j, L.1.2, L.1.4</p> <p>TN Standards <u>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.CS.6, .RI.IKI.7, 1.RI.IKI.8</u> <u>1.W.RBPK.7, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6g, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.VA.7aiii</u></p>	<p>Research Reading, Session 2: “What’s Best? The Debate about Pale Male’s Nest”</p> <p>1. Opening A. Developing Language: Determiners Matching Game (10 minutes)</p> <p>2. Work Time A. Language Dive: “What’s Best? The Debate about Pale Male’s Nest,” Page X (15 minutes) B. Pair Share: Different Opinions from: “What’s Best? The Debate about Pale Male’s Nest” (10 minutes) C. Shared Writing: Pale Male: Class Notes (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can correctly connect determiners and nouns when playing the determiners matching game. (L.1.1h) I can research information about Pale Male using the text “What’s Best? The Debate about Pale Male’s Nest.” (RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, RI.1.8, W.1.7) 	<ul style="list-style-type: none"> During the determiners game in the Opening, continue to gather data on students’ progress toward L.1.1h as they connect determiners with nouns. During the Pair Share in Work Time B and the shared writing in Work Time C, use the Reading Informational Text Checklist to track students’ progress toward RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, and RI.1.8 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Determiners anchor chart Questions We Can Ask during a Language Dive anchor chart Pale Male: Class Notes Respectful Opinions anchor chart
<p>Lesson 6</p> <p>RI.1.1, RI.1.2, RI.1.4, RI.1.8, W.1.1, SL.1.1, SL.1.2, L.1.1, L.1.1h, L.1.2, L.1.4, L.1.6</p>	<p>Opinion Writing: Analyzing a Model</p> <p>1. Opening A. Developing Language: Determiners Matching Game (10 minutes)</p>	<ul style="list-style-type: none"> I can correctly connect determiners and nouns when playing the determiners matching game. (L.1.1h) I can analyze a model to learn about 	<ul style="list-style-type: none"> During the determiners game, continue to gather data on students’ progress toward L.1.1h as they connect determiners with nouns. During Work Time C, use the Speaking and Listening Checklist to 	<ul style="list-style-type: none"> Determiners anchor chart Parts of an Opinion Paragraph anchor chart Respectful Opinions anchor chart

<p>TN Standards <u>1.RI.KID.1, 1.RI.KID.2, 1.RI.CS.4, 1.RI.IKI.8</u> <u>1.W.RBPK.7, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6g, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.VA.7a</u> <u>1.FL.VA.7a</u></p>	<p>2. Work Time A. Analyzing a Model: “Feed the Birds!” (20 minutes) B. Opinion Writing Puzzle: “Don’t Feed the Birds!” (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<p>the parts of an opinion paragraph. (RI.1.1, RI.1.2, RI.1.4, W.1.1, SL.1.1, SL.1.2)</p>	<p>monitor student progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources).</p>	
<p>Lesson 7</p> <p>RI.1.1, RI.1.4, RI.1.6, RI.1.8, W.1.1, W.1.8, SL.1.1, SL.1.2, L.1.1, L.1.1h, L.1.2, L.1.4, L.1.6</p> <p>TN Standards <u>1.RI.KID.1, 1.RI.CS.4, 1.RI.IKI.8</u> <u>1.W.TTP.1, 1.W.RBPK.8, 1.SL.CC.1, 1.SL.CC.2, 1.FL.SC.6, 1.FL.SC.6g, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.VA.7a</u> <u>1.FL.VA.7a</u></p>	<p>Shared Writing: “Leave the Nest Up!” Opinion Paragraph</p> <p>1. Opening A. Poem and Movement: “Feed the Birds” Two-Voice Poem (10 minutes) 2. Work Time A. Engaging the Writer: “Leave the Nest Up!” Sign (20 minutes) B. Shared Writing: “Leave the Nest Up!” (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can create a sign with an illustration and a reason to support an opinion. (RI.1.6, RI.1.7, RI.1.8, W.1.8) I can contribute to write the introduction, opinion statement, reason, and conclusion in our shared opinion paragraph. (W.1.1, SL.1.1, SL.1.2) 	<ul style="list-style-type: none"> During the creation of the sign in Work Time A, use the Reading Informational Text Checklist to track students’ progress toward RI.1.6, RI.1.7, and RI.1.8 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Determiners anchor chart Pale Male: Class Notes Parts of an Opinion Paragraph anchor chart Respectful Opinions anchor chart
<p>Lesson 8</p> <p>W.1.1, W.1.7, W.1.8, SL.1.5, L.1.1, L.1.1d, L.1.1h, L.1.2, L.1.2b, L.1.6</p> <p><u>1.W.TTP.1, 1.W.RBPK.7, 1.W.RBPK.8, 1.SL.CC.5, 1.FL.SC.6, 1.FL.SC.6g, 1.FL.SC.6j, 1.FL.SC.6j, 1.FL.SC.6k, 1.FL.VA.7c</u></p>	<p>Scaffolded Writing: “Leave Pale Male’s Nest Up!”</p> <p>1. Opening A. Poem and Movement: “Feed the Birds” Two-Voice Poem (10 minutes) 2. Work Time A. Scaffolded Writing: “Leave the Nest Up!” (25 minutes) B. Engaging the Writer: “Take the Nest Down!” Sign (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can complete an opinion paragraph by writing the opinion statement and one reason to support it. (W.1.1, W.1.7, W.1.8, L.1.1, L.1.1d, L.1.1h, L.1.2, L.1.2b, L.1.6) I can create a sign with an illustration and a reason to support an opinion. (W.1.8, SL.1.5) 	<ul style="list-style-type: none"> During scaffolded writing in Work Time A, use the Writing Standards Checklist to track students’ progress toward W.1.1, W.1.7, and W.1.8 (see Assessment Overview and Resources). During Work Time B, use the Language Checklist to track students’ progress toward L.1.1, L.1.1c, L.1.1d, L.1.1h, L.1.2, L.1.2b, and L.1.6 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Respectful Opinions anchor chart Parts of an Opinion Paragraph anchor chart Pale Male: Class Notes
<p>Lesson 9</p> <p>RF.1.4, W.1.1, W.1.7, W.1.8, L.1.1, L.1.1d, L.1.1h, L.1.2, L.1.2b, L.1.6</p>	<p>Unit 2 Assessment: Opinion Writing about Pale Male’s Nest</p> <p>1. Opening A. Poem and Movement: “Feed the Birds” Two-Voice Poem (5 minutes)</p>	<p>I can write an opinion paragraph using a reason to support my opinion. (W.1.1, W.1.7, W.1.8, L.1.1, L.1.1d, L.1.1h, L.1.2, L.1.2b, L.1.6)</p>	<ul style="list-style-type: none"> During the Opening, listen to students read the poem to monitor fluency (RF.1.4) During Work Time A, use the Language Checklist to monitor student conversations and organizers for progress toward L.1.1, L.1.1d, 	<ul style="list-style-type: none"> Parts of an Opinion Paragraph anchor chart Respectful Opinions anchor chart

<p>TN Standards <u>1.W.TTP.1, 1.W.RBPK.7, 1.W.RBPK.8,</u> <u>1.FL.SC.6, 1.FL.SC.6g, 1.FL.SC.6j,</u> <u>1.FL.SC.6j, 1.FL.SC.6k, 1.FL.VA.7c</u></p>	<p>2. Work Time A. Preparing for Unit 2 Assessment: Writing Organizer (15 minutes) B. Song and Movement: “Two Sides of the Story” (5 minutes) C. Unit 2 Assessment: Opinion Writing about Pale Male’s Nest (30 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>		<p>L.1.1h, L.1.2, L.1.2b, and L.1.6 (see Assessment Overview and Resources).</p>	
<p>Lesson 10</p> <p>SL.1.1, SL.1.1a, SL.1.1b, L.1.1, L.1.1d, L.1.1h, L.1.2, L.1.2a, L.1.2b, L.1.2d, L.1.2e, L.1.6</p> <p>TN Standards <u>1.SL.CC.1, 1.FL.SC.6, 1.FL.SC.6c, 1.FL.SC.6g,</u> <u>1.FL.SC.6j, 1.FL.SC.6k</u></p>	<p>Speaking and Listening: Sharing Our Opinions Respectfully</p> <p>1. Opening A. Engaging the Learner: “Two Sides of the Story” (5 minutes) 2. Work Time A. Revising and Editing Our Writing: Unit 2 Assessment Opinion Paragraph (15 minutes) B. Pinky Partners Protocol: What’s Your Opinion? (15 minutes) C. Vote with Your Feet Protocol: What’s Your Opinion? (15 minutes) 3. Closing and Assessment A. End of Unit Reflection (10 minutes)</p>	<ul style="list-style-type: none"> • I can revise and edit my opinion paragraph using a checklist. (L.1.1, L.1.1d, L.1.2, L.1.2a, L.1.2b, L.1.2d, L.1.2e, L.1.6) • I can discuss my opinion about Pale Male’s nest using a compelling reason to support my opinion. (SL.1.1, SL.1.1a, SL.1.1b) 	<ul style="list-style-type: none"> • During Work Times B and C, monitor students’ conversations for progress on L standards. (L.1.1, L.1.1d, L.1.1h, L.1.6) 	<ul style="list-style-type: none"> • Respectful Opinions anchor chart • Pinky Partners Protocol anchor chart • Vote with Your Feet Protocol anchor chart • Module Guiding Question anchor chart



First Grade Module 4: Caring for Birds Unit 3: Curriculum Guidance

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

In this module, students **work to contribute to a better world** by taking action to serve their community. Throughout Unit 3, students learn about the reasons to care for birds and different ways to help them. They create Feathered Friends Savers to give to local businesses or display in windows in the school to help birds.

Unit Assessment: Identifying Reasons People Need Birds

This assessment focuses on students’ comprehension of informational text read aloud. It centers on CCSS ELA RI.1.1, RI.1.4, RI.1.8, SL.1.2, L.1.4, L.1.4a, L.1.4b, and L.1.4c. Students listen to the short text “Birds as Human Helpers” read aloud and identify the reasons the author gives to support the point that people need birds. Students also answer two short constructed responses about the meaning of two vocabulary words in the text using strategies learned and practiced throughout the module.

Assessment Checklists: While students practice language standards throughout the Openings and writing experiences of the unit, teachers may assess students’ progress toward L.1.1, L.1.2, and L.1.4 by using the Language Standards Checklist.

During the research reading of *A Place for Birds*, use the Reading Informational Text Checklist to track student comprehension of the text and progress toward RI.1.1, RI.1.3, RI.1.4, and RI.1.7. As students complete the performance task, teachers may track student progress toward W.1.2, W.1.6, W.1.8, and L.1.1f using the Informative Writing Checklist. As students listen to read-alouds of the unit texts and engage in other structured discussions, teachers may use the Speaking and Listening Checklist to track student progress toward SL.1.1 and SL.1.

Required Unit Trade Book (s): *A Place for Birds*, “*Birds as Human Helpers*”

Suggested Pacing: This unit is approximately 3–3.5 weeks or 14–17 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RI.1.1, RI.1.2, W.1.8, SL.1.1, SL.1.2 TN Standards <u>1.RI.KID.1, 1.RI.KID.2, 1.W.RBPK.8,</u> <u>1.SL.CC.1, 1.SL.CC.2</u>	Noticing and Wondering: Feathered Friends Saver 1. Opening A. Engaging the Learner: Letter from an Ornithologist (15 minutes) 2. Work Time A. Structured Discussion: Questions about the Feathered Friends Saver (20 minutes) B. Reading Aloud: <i>Olivia’s Birds: Saving the Gulf</i> (15 minutes) 3. Closing and Assessment	<ul style="list-style-type: none"> I can make observations about the Feathered Friends Saver. (W.1.8, SL.1.1, SL.1.2) I can answer questions about the text <i>Olivia’s Birds: Saving the Gulf</i>. (RI.1.1, RI.1.2) 	<ul style="list-style-type: none"> During the structured discussion in Work Time A, use the Speaking and Listening Checklist to gather data on student progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources). During the read-aloud in Work Time B, use the Reading Informational Text Checklist to track student progress toward RI.1.1 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Questions about Feathered Friends Saver anchor chart Working to Become Ethical People anchor chart Working to Contribute to a Better World anchor chart

	A. Working to Contribute to a Better World (10 minutes)			
<p>Lesson 2</p> <p>RI.1.1, RI.1.3, RI.1.4, RI.1.7, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards <u>1.RI.KID.1, 1.RI.KID.3, 1.RI.CS.4,</u> <u>1.RI.IKI.7, 1.FL.VA.7a, 1.FL.VA.7ai,</u> <u>1.FL.VA.7aii, 1.FL.VA.7aiii</u></p>	<p>Focused Read-aloud: <i>A Place for Birds</i>, Pages 1–6 and 11–20</p> <p>1. Opening A. Engaging the Learner: “Fascinating Birds” Jazz Chant (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>A Place for Birds</i>, Pages 1–6 and 11–20 (30 minutes) B. Language Dive: <i>A Place for Birds</i>, Page 12 (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can identify the author’s point in the text <i>A Place for Birds</i> using key details and illustrations. (RI.1.1, RI.1.3, RI.1.7) I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c) 	<ul style="list-style-type: none"> During the Closing, use the Language Checklist to track student progress toward L.1.4, L.1.4a, L.1.4b, and L.1.4c (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Questions We Can Ask during a Language Dive anchor chart
<p>Lesson 3</p> <p>RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8, W.1.8, SL.1.2, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards <u>1.RI.KID.1, 1.RI.KID.3, 1.RI.CS.4,</u> <u>1.RI.IKI.7, 1.RI.IKI.8, 1.SL.CC.2,</u> <u>1.FL.VA.7a, 1.FL.VA.7ai, 1.FL.VA.7aii,</u> <u>1.FL.VA.7aiii</u></p>	<p>Whole Group Research Reading: <i>A Place for Birds</i>, Pages 3–4, 15–16, and 19–20</p> <p>1. Opening A. Engaging the Learner: “Fascinating Birds” Jazz Chant (10 minutes)</p> <p>2. Work Time A. Whole Group Research Reading: <i>A Place for Birds</i>, Pages 3–4, 15–16, and 19–20 (25 minutes) B. Independent Writing: Caring for Birds Notebook (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can identify reasons the author gives to support her point in the text <i>A Place for Birds</i>. (RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8, SL.1.2) I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c) I can write about a reason the author gives to support her point in the text <i>A Place for Birds</i>. (RI.1.8, W.1.8) 	<ul style="list-style-type: none"> During the research reading and independent writing in Work Times A and B, use the Reading Informational Text Checklist to track student progress toward RI.1.1, RI.1.3, and RI.1.8 (see Assessment Overview and Resources). During the Closing, use the Language Checklist to track student progress toward L.1.4, L.1.4a, L.1.4b, and L.1.4c (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Caring for Birds: Class Notes
<p>Lesson 4</p> <p>RI.1.1, RI.1.3, RI.1.7, RI.1.8, W.1.8, SL.1.2, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards</p>	<p>Small Group Research Reading: <i>A Place for Birds</i>, Pages 5–6, 11–12, 13–14, and 17–18</p> <p>1. Opening A. Engaging the Learner: Choose the Reason (10 minutes)</p> <p>2. Work Time A. Small Group Research Reading: <i>A</i></p>	<ul style="list-style-type: none"> I can identify and write about the reasons the author gives to support her point in the text. (RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8, W.1.8, SL.1.2) I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c) 	<ul style="list-style-type: none"> During the Closing, use the Language Checklist to track student progress toward L.1.4, L.1.4a, L.1.4b, and L.1.4c (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> L.4 Vocabulary Strategies anchor chart Caring for Birds: Class Notes Small Group Research anchor chart

<p><u>1.Ri.KID.1, 1.Ri.KID.3, 1.Ri.IKI.7, 1.Ri.IKI.8, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.VA.7a, 1.FL.VA.7ai, 1.FL.VA.7aii, 1.FL.VA.7aiii</u></p>	<p><i>Place for Birds</i>, Pages 5–6, 11–12, 13–14, and 17–18 (20 minutes)</p> <p>B. Engaging the Learner: “Fascinating Birds” Jazz Chant (5 minutes)</p> <p>C. Shared Writing: Caring for Birds: Class Notes (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>			
<p>Lesson 5</p> <p>RI.1.1, RI.1.3, RI.1.4, RI.1.8, W.1.8, SL.1.2, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards <u>1.Ri.KID.1, 1.Ri.KID.3, 1.Ri.IKI.7, 1.Ri.IKI.8, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.VA.7a, 1.FL.VA.7ai, 1.FL.VA.7aii, 1.FL.VA.7aiii</u></p>	<p>Preparing for the Assessment: Identifying Reasons Plants Need Birds</p> <p>1. Opening A. Engaging the Learner: Choose the Reason (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>A Place for Birds</i>, Page 25 (15 minutes) B. Language Dive: <i>A Place for Birds</i>, Page 25 (10 minutes) C. Independent Writing: Caring for Birds Notebook (15 minutes)</p> <p>3. Closing A. Shared Writing: We Need Birds Anchor Chart (10 minutes)</p>	<ul style="list-style-type: none"> • I can identify reasons an author gives to support the idea that plants need birds in the text <i>A Place for Birds</i>. (RI.1.1, RI.1.3, RI.1.4, RI.1.8, W.1.8, SL.1.2) • I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c) 	<ul style="list-style-type: none"> • During independent and shared writing in WorkTimeC and the Closing, use the Language Checklist to track student progress toward L.1.4, L.1.4a, L.1.4b, L.1.4c (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • We Need Birds anchor chart • L.4 Vocabulary Strategies anchor chart • Questions We Can Ask during a Language Dive anchor chart
<p>Lesson 6</p> <p>RI.1.1, RI.1.3, RI.1.4, RI.1.8, W.1.8, SL.1.2, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards <u>1.Ri.KID.1, 1.Ri.KID.3, 1.Ri.CS.4, 1.Ri.IKI.8, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.VA.7a, 1.FL.VA.7ai, 1.FL.VA.7aii, 1.FL.VA.7aiii</u></p>	<p>Preparing for the Assessment: Identifying Reasons Animals Need Birds</p> <p>1. Opening A. Engaging the Learner: Choose the Reason (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>A Place for Birds</i>, Page 26 (15 minutes) B. Language Dive: <i>A Place for Birds</i>, Page 26 (10 minutes) C. Independent Writing: Caring for Birds Notebook (15 minutes)</p>	<ul style="list-style-type: none"> • I can identify reasons an author gives to support the idea that plants need birds in the text <i>A Place for Birds</i>. (RI.1.1, RI.1.3, RI.1.4, RI.1.8, W.1.8, SL.1.2) • I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c) 	<ul style="list-style-type: none"> • During Work Time C and the Closing, use the Language Checklist (see Assessment Overview and Resources) to note student progress on standards L.1.4, L.1.4a, L.1.4b, and L.1.4c. 	<ul style="list-style-type: none"> • We Need Birds anchor chart • Questions We Can Ask during a Language Dive anchor chart

	<p>3. Closing A. Shared Writing: We Need Birds Anchor Chart (10 minutes)</p>			
<p>Lesson 7</p> <p>RI.1.1, RI.1.3, RI.1.4, RI.1.8, W.1.8, SL.1.1, SL.1.1a, SL.1.1b, SL.1.2, L.1.1, L.1.1f, L.1.4, L.1.4a, L.1.4b, L.1.4c</p> <p>TN Standards <u>1.Ri.KID.1, 1.Ri.KID.3, 1.Ri.CS.4, 1.Ri.IKI.8, 1.W.RBPK.8, 1.SL.CC.2, 1.FL.VA.7a, 1.FL.VA.7ai, 1.FL.VA.7aii, 1.FL.VA.7aiii</u></p>	<p>Unit 3 Assessment: Identifying Reasons People Need Birds</p> <p>1. Opening A. Developing Language: Bird Adjectives (10 minutes)</p> <p>2. Work Time A. Unit 3 Assessment: Identifying Reasons People Need Birds (20 minutes) B. Vote with Your Feet Protocol: Reasons We Need Birds (15 minutes)</p> <p>3. Closing and Assessment A. Shared Writing: We Need Birds Anchor Chart (10 minutes) B. Reflecting on Learning: Working to Contribute to a Better World (5 minutes)</p>	<ul style="list-style-type: none"> I can identify the reasons the author gives to support the point that birds help people. (RI.1.1, RI.1.4, RI.1.8, SL.1.2) I can use different strategies to determine the meaning of new words. (RI.1.4, L.1.4, L.1.4a, L.1.4b, L.1.4c) I can discuss my opinion using a compelling reason to support it. (SL.1.1, SL.1.1a, SL.1.1b) 	<ul style="list-style-type: none"> During the Opening, use the Language Checklist to track student progress toward L.1.1f (see Assessment Overview and Resources). During the Vote with Your Feet protocol in Work Time B, use the Speaking and Listening Checklist to track student progress toward SL.1.1, SL.1.1a, and SL.1.1b (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Bird Adjectives anchor chart Back-to-Back and Face-to-Face Protocol anchor chart We Need Birds anchor chart L.4 Vocabulary Strategies anchor chart Vote with Your Feet Protocol anchor chart Respectful Opinions anchor chart Working to Contribute to a Better World anchor chart
<p>Lesson 8</p> <p>SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.1f, L.1.4</p> <p>TN Standards <u>1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3, 1.FL.SC.6 1.FL.SC.6e, 1.FL.VA.7a</u></p>	<p>Speaking and Listening: Introducing the Performance Task</p> <p>1. Opening A. Developing Language: Bird Adjectives (10 minutes)</p> <p>2. Work Time A. Analyzing a Model: Feathered Friends Saver: Informational Writing (20 minutes) B. Analyzing a Model: Feathered Friends Saver: Scientific Drawing (20 minutes)</p> <p>3. Closing and Assessment A. Engaging the Learner: Voting on Local Birds (10 minutes)</p>	<ul style="list-style-type: none"> I can identify the writing criteria for our Feathered Friends Saver. (W.1.2, SL.1.2, SL.1.3) I can identify the scientific drawing criteria for our Feathered Friends Saver. (SL.1.2, SL.1.3) 	<ul style="list-style-type: none"> During the Bird Adjectives activity in the Opening, continue to use the Language Checklist track student progress toward L.1.1f (see Assessment Overview and Resources) During Work Times A and B, use the Speaking and Listening Checklist to track student progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Bird Adjectives anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Questions about Feathered Friends Saver anchor chart Feathered Friends Saver Criteria anchor chart Parts of an Informative Paragraph anchor chart
<p>Lesson 9</p> <p>W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.5, L.1.1, L.1.1f, L.1.2</p>	<p>Independent Writing: Planning a Feathered Friends Saver</p> <p>1. Opening A. Developing Language: Bird Adjectives (10 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> I can choose an adjective and two facts for my Feathered Friends Saver that describe and teach my reader about birds. (W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.1f, L.1.2) 	<ul style="list-style-type: none"> During the Bird Adjectives activity in the Opening, use the Language Checklist to continue to track student progress toward L.1.1f (see Assessment Overview and Resources). During Work Time A, use the 	<ul style="list-style-type: none"> Bird Adjectives anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Beaks: Class Notes Feathers: Class Notes Stories of Bird Helpers anchor chart Pale Male: Class Notes

<p>TN Standards <u>1.W.TTP.2, 1.W.RBPK.8,</u> <u>1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3,</u> <u>1.SL.PKI.5, 1.FL.SC.6, 1.FL.SC.6e,</u> <u>1.FL.SC.6j</u></p>	<p>A. Independent Writing: Planning My Feathered Friends Saver (20 minutes)</p> <p>B. Making Observations: Feathered Friends Saver: Scientific Drawing, Draft 1 (20 minutes)</p> <p>3. Closing and Assessment A. Peer Feedback: Feathered Friends Saver: Scientific Drawing, Draft 1 (10 minutes)</p>	<ul style="list-style-type: none"> • I can draw a first draft scientific drawing of my chosen local bird. (W.1.8, SL.1.5) 	<p>Informational Writing Checklist to monitor student progress toward W.1.2 and W.1.8 (see Assessment Overview and Resources).</p>	<ul style="list-style-type: none"> • Local Birds chart • Feathered Friends Saver Criteria anchor chart • Pinky Partners Protocol anchor chart
<p>Lesson 10</p> <p>W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.5, L.1.1, L.1.1f, L.1.2</p> <p>TN Standards <u>1.W.TTP.2, 1.W.PDW.5, 1.W.RBPK.8,</u> <u>1.SL.CC.1, 1.SL.CC.2, 1.SL.CC.3</u> <u>1.SL.PKI.5, 1.FL.SC.6, 1.FL.SC.6e,</u> <u>1.FL.SC.6j</u></p>	<p>Independent Writing: Feathered Friends Saver, Day 1</p> <p>1. Opening A. Developing Language: Bird Adjectives (10 minutes)</p> <p>2. Work Time A. Independent Writing: Feathered Friends Saver (20 minutes)</p> <p>B. Making Observations: Feathered Friends Saver: Scientific Drawing, Final Draft (20 minutes)</p> <p>3. Closing and Assessment A. Peer Feedback: Feathered Friends Saver: Writing, Draft 1 (10 minutes)</p>	<ul style="list-style-type: none"> • I can write a first draft of my informative paragraph for my Feathered Friends Saver using my planning page. (W.1.2, W.1.8, SL.1.1, SL.1.2, SL.1.3, L.1.1, L.1.1f, L.1.2) • I can use feedback to draw a second draft scientific drawing of my chosen local bird. (W.1.5, W.1.8, SL.1.5) 	<ul style="list-style-type: none"> • During the Bird Adjectives activity in the Opening, continue to use the Language Checklist to track student progress toward L.1.1f (see Assessment Overview and Resources). • During Work Time A, use the Informational Writing Checklist to track student progress toward W.1.2, L.1.1, L.1.1f, and L.1.2 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Bird Adjectives anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Feathered Friends Saver Criteria anchor chart • Pinky Partners Protocol anchor chart
<p>Lesson 11</p> <p>W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.5, L.1.1, L.1.1f, L.1.2, L.1.4</p> <p>TN Standards <u>1.W.TTP.2, 1.W.PDW.5, 1.W.RBPK.8,</u> <u>1.SL.CC.11.SL.PKI.5, 1.FL.SC.6,</u> <u>1.FL.SC.6e, 1.FL.SC.6j, 1.FL.VA.7a</u></p>	<p>Independent Writing: Feathered Friends Saver, Day 2</p> <p>1. Opening A. Song and Movement: "Birds Are Helpful" (10 minutes)</p> <p>2. Work Time A. Independent Writing: Using Feedback to Edit and Revise Feathered Friends Saver (20 minutes)</p> <p>B. Making Observations: Feathered Friends Saver: Scientific Drawing, Coloring (20 minutes)</p> <p>3. Closing and Assessment A. Peer Feedback: Feathered Friends</p>	<ul style="list-style-type: none"> • I can use feedback from my classmates and teacher to revise and edit my informative paragraph. (W.1.2, W.1.5, SL.1.1, L.1.1, L.1.1f, L.1.2) • I can add color to thesecond draft of my scientific drawing of my chosen local bird. (W.1.8, SL.1.5) 	<ul style="list-style-type: none"> • As students revise and edit their informative paragraphs during Work Time A, use the Informational Writing Checklist to track student progress toward W.1.5, L.1.1, L.1.1f, and L.1.2 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Feathered Friends Saver Criteria anchor chart • Pinky Partners Protocol anchor chart

	Saver: Scientific Drawing, Coloring (10 minutes)			
<p>Lessons 12–13</p> <p>W.1.6, L.1.1, L.1.1a</p> <p>TN Standards <u>1.W.PDW.6, 1.FL.SC.6</u></p>	<p>Publishing Writing: Feathered Friends Savers (includes optional flex day)</p> <p>1. Opening A. Song and Movement: “Birds Are Helpful” (10 minutes)</p> <p>2. Work Time A. Preparing to Publish: Feathered Friends Savers (10 minutes) B. Publishing Writing: Feathered Friends Savers (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can hand write a final copy of my Feathered Friends Saver. (L.1.1a) • I can type the heading of my informative paragraph for the Feathered Friends Saver. (W.1.6) 	<ul style="list-style-type: none"> • Collect students’ handwritten final copy of the Performance Task writing template and use the Language Checklist to track progress toward L.1.1a (see Assessment Overview and Resources). • As students explore technology by typing their heading in Work Time B, use the Informational Writing Checklist to track student progress toward W.1.6 (see Assessment Overview and Resources). 	
<p>Lessons 14–15</p> <p>SL.1.4, SL.1.6</p> <p>TN Standards <u>1.SL.PKI.4, 1.SL.PKI.6</u></p>	<p>Speaking and Listening: Preparing for the End of Module Celebration (includes optional flex day)</p> <p>1. Opening A. Song and Movement: “Birds Are Helpful” (5 minutes)</p> <p>2. Work Time A. Scientific Drawing: Feathered Friends Saver Final Draft (20 minutes) B. Speaking and Listening: Presenting Our Performance Task Writing Template (10 minutes) C. Speaking and Listening: Reflecting on Our Learning as Writers (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can share my Performance Task writing template using a loud and clear voice. (SL.1.4) • I can answer questions about my Feathered Friends Saver using complete sentences. (SL 1.6) 	<ul style="list-style-type: none"> • During Work Times B and C, use the Speaking and Listening Checklist to monitor student progress toward SL.1.4 and SL.1.6 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart • Feathered Friends Saver Reflection Questions anchor chart
<p>Lessons 16–17</p> <p>SL.1.4, SL.1.6, W.1.8</p> <p>TN Standards <u>1.SL.PKI.4, 1.SL.PKI.6, 1.W.RBPK.8</u></p>	<p>End of Module Celebration: Feathered Friends Savers (includes optional flex day)</p> <p>1. Opening A. Song and Movement: “Birds Are Helpful” (5 minutes)</p> <p>2. Work Time</p>	<ul style="list-style-type: none"> • I can share my Feathered Friends Saver using a loud and clear voice. (SL.1.4) • I can answer questions about my Feathered Friends Saver using complete sentences. (SL 1.6) 	<ul style="list-style-type: none"> • During Work Time A, use the Speaking and Listening Checklist to monitor student progress toward SL.1.4 and SL.1.6 (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart • Presentation Groups chart • Feathered Friends Savers Reflection Questions anchor chart • Working to Contribute to a Better World anchor chart

	<p>A. Speaking and Listening: Sharing Our Feathered Friends Savers (25 minutes)</p> <p>B. End of Module Reflection: Letter Back to the Ornithologist (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning: Working to Contribute to a Better World (10 minutes)</p>	<ul style="list-style-type: none"> • I can write a letter to the ornithologist that describes what I have learned about caring for birds. (W.1.8) 		
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To peruse the details of this module and other first grade modules access the following web address- curriculum.education.org/curriculum/ela/grade-1/